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BUREAU OF EDUCATION

N. H. R. DAWSON, *Commissioner*

CIRCULAR OF INFORMATION NO. 1, 1889

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 7

HIGHER EDUCATION IN WISCONSIN

BY

WILLIAM F. ALLEN and DAVID E. SPENCER

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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 25, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.

SIR: I have the honor to transmit herewith the manuscript of the history of Higher Education in Wisconsin. The preface will explain the nature of this work, which was prepared under the supervision of the most accomplished historian of the West, Prof. William F. Allen, of the University of Wisconsin, aided by Mr. David E. Spencer, one of the instructors in that institution.

This is the first of a series of monographs relating to higher education in the group of north-western States composed of Ohio, Indiana, Illinois, Michigan, and Wisconsin, and was undertaken with the approval and by the direction of the Hon. L. Q. C. Lamar, late Secretary of the Interior. It will prove a very valuable addition to the educational history of the country.

I respectfully recommend that the same be printed as a circular of information of this Office.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

P R E F A C E .

The following sketches of the colleges of Wisconsin do not aim to give more than a very general outline of the career of each. For details of their statistics, organization, history, and tendencies, reference must be had to the sources of information, lists of which are appended to the several sketches.

In the sketch of the State University, only such matters are dwelt upon as have had a direct bearing upon the fortunes of the institution, and those which concern its relations to the educational movements that have taken place during its history, to the school system of the State, and to the practical progress of the people. While the graduates of the University are filling positions in many cases of greatest trust and usefulness, it is yet too early to estimate the precise drift and measure of the influence of the school upon the educational, political, and social life of the community. The older graduates are but now in the prime of life, in the midst of the years of greatest activity and influence. The University has not a sufficiently distant past to make its inner life of special interest as matter of history; nor does it fall within the scope of this sketch to trace, in any special manner, the influence of the graduates of the institution beyond its walls.

There is considerable variety in the character of the chapters devoted to the five private colleges, since the sketches for the greater part are adapted from articles previously published; but the leading features in the character of each college, and the scope and tendency of its work, are indicated.

Many other colleges have from time to time, especially in the first twenty-five or thirty years of our history, been established in Wisconsin. Of two of these which still exist, brief notices are given at the end of this work.

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COLLEGES IN WISCONSIN.

I.

UNIVERSITY OF WISCONSIN.

THE TERRITORIAL PERIOD.

Territorial Universities.—When the Territory of Wisconsin was formed, in 1836, the policy of Federal grants of land to the new States, for the support of higher institutions of learning, had long been well established. Each of the four States already carved out of the North-West Territory had received two seminary or university townships. In order to make the aid to Wisconsin available at an early date, Governor Dodge, in his first message to the Legislature, October 26, 1836, recommended an application to Congress for the donation of one township of land for the foundation of an academy. By this a school of high grade was evidently intended. This suggestion to memorialize Congress was not followed. During the session, however, an act was passed to establish the “Wisconsin University” at Belmont; trustees were named, to the number of thirty-one; but no steps were taken to carry the act into effect. A year later the “Wisconsin University of Green Bay,” afterward called “Hobart University,” was incorporated.

At the same session an act of the Legislature provided for the “University of the Territory of Wisconsin;” and here we find the conception of the future State University taking definite shape. The institution was to be under the government of a Board of Visitors not exceeding twenty-one in number. Of these the Governor, the secretary of the Territory, the judges of the supreme court, and the president of the University were visitors *ex officio*; the remainder were named by the Legislature. The merits of this organization of the Board need not detain us, since these Visitors never had an actual university under their control.

This attempt to establish a university was genuine and earnest; a joint resolution of the two houses of the Legislature directed the territorial Delegate in the House of Representatives to ask of Congress an

appropriation of twenty thousand dollars for the erection of buildings for the new institution, and also an endowment of two townships of land. It was desired that this grant should be located east of the Mississippi River, as it was known that that stream would be the western boundary of the new State.¹

The Delegate was unable to secure the twenty thousand dollars; but by an Act of Congress approved June 12, 1838, the Secretary of the Treasury was authorized to set apart and reserve from sale, out of any public lands within the Territory of Wisconsin to which the Indian title had been, or might be, extinguished, and not otherwise appropriated, a quantity of land not exceeding two entire townships, for the support of a University, and for no other use or purpose whatsoever. This land was to be located in tracts of not less than an entire section each, corresponding with any of the legal divisions into which the public lands are authorized to be surveyed.

One or two portions of this Act are worthy of note here. The earlier Congressional grants for university purposes had provided for the location of the townships *en bloc*. In the grants to Michigan and Wisconsin a different policy was inaugurated. Authority was given to select the lands in seventy-two parcels from unoccupied lands in any portion of the State, and opportunity was thus given to secure, by judicious choice, excellent lands for the endowment of the University. The sequel will show how shamefully this opportunity was abused.

Again, the land was given for the *support* of a University. The grant seemed to contemplate that the proceeds should be used for the *maintenance* of an institution whose grounds, buildings, apparatus, and all essentials to its organization should be furnished by the State at its own expense. The results of ignoring this manifest intent of the grant were most disastrous, and in time brought the University to very narrow straits.

An attempt was made by the Board of Visitors of the Territorial University to have these 46,080 acres of land put under their control; but the land was never so appropriated. The powers of the Board of Visitors continued throughout its existence of nearly ten years to be merely nominal. Its only office was to keep alive the university idea.

Something was accomplished during the territorial period in the way of selecting the lands. Commissioners for this purpose were appointed by the Legislature in January, 1839. But nothing was done by them, and, in 1841, Nathaniel F. Myer was appointed to select a quantity, not exceeding 10,248 acres. The duty was performed with care and good

¹ The Territory of Wisconsin in 1837 included, outside the boundaries given to the State on its admission into the Union, what now forms the States of Iowa and Minnesota, together with a large portion of Dakota. By Act of Congress, June 12, 1838, the limits of the Territory were contracted so that of all the territory beyond the present bounds of the State, the north-eastern portion of Minnesota alone remained. This, in turn, was lopped off when the State was admitted in 1848.

judgment. The subject of the appraisal of the university lands will be treated in another connection.

Summary.—Up to the time of the admission of Wisconsin as a State, in 1848, no progress had been made toward the establishment of a University beyond the location and appraisal of part of the seventy-two sections of land donated in 1838 by the General Government. A Board of Visitors of the "University of the Territory of Wisconsin" had been in existence, but had served no function other than the merely passive one of perpetuating the expectation of a University, and thus preventing the dissipation of the resources of the prospective institution.

LANDS AND FUNDS.

In the 46,080 acres of the grant of 1838 was the possibility of a most liberal university fund. But, although Wisconsin might have taken warning from the evils that had accompanied the administration of the university grants in the four States previously created out of the North-West Territory, she neglected to take counsel from this experience and even fell into special error of her own. The history of the Wisconsin grants is important and interesting, not only as a contrast to the more enlightened and faithful management of similar trusts in other States, especially those admitted in later years, but also as being intimately connected with the fortunes of the University, at least in the earlier portion of its career.

Selection of the Lands.—By joint resolution of January 11, 1840, the Governor of the Territory was authorized to appoint one competent person in each of the land districts in the Territory to locate a portion, not exceeding two-thirds, of all the lands given by Congress for the support of a University. The lands were to be selected by the commissioners in equal quantities in each of the districts, as best to promote the interests of the fund. No improved land or lands claimed by actual occupants should be selected. Within thirty days after making the selections in any one district, the commissioner was to give public notice thereof, in a newspaper printed in his land district, for six successive weeks, and on completing the selections, make a report to the Governor, to be by him approved and transmitted to the Secretary of the Treasury of the United States, with a request that the several tracts of land therein mentioned might be set apart and reserved for the intended purpose. During the year 1840, 30,748 acres were located; but the lands set apart in the Mineral Point land district, although twice selected, were not approved by the Secretary of the Treasury. In the other two districts about 20,497 acres were reserved, leaving yet to be set apart on February 3, 1846, a fraction over 25,582 acres. This residue of the seventy-two sections was located during the territorial period.

Appraisal and Sale of the Lands.—Notwithstanding steps were taken to induce the Legislature to apply the grant of 1838 to the "University of the Territory of Wisconsin," and to put the proceeds of sale under

the control of the Board of Visitors of that nominal institution, it was never so disposed of. The State Constitution made these lands a basis for the support of a State University. Measures were immediately taken to make the fund available. The Legislature, by an act approved August 12, 1848, authorized the appointment of three persons in each county as State appraisers of school and university lands. They were required to take an oath "to appraise the same at a fair valuation, without reference to any improvements made thereon, but giving due consideration to other circumstances, such as proximity to settlements, credit for purchase money, etc." Sixty-three sections were soon appraised at an average valuation of \$2.78 per acre, ranging from \$1.13 in Grant County to \$7.06 in Washington County. In many cases the appraisements were ridiculously small. Immigrants were pouring into the new State and the country was being rapidly settled. The lands in a short time would be worth many-fold the appraised value. The policy adopted by the State was not that of securing the largest possible fund for the University, but of attracting settlers by the low prices of land. This course, though undoubtedly of temporary advantage to the State at large by promoting immigration, was disastrous to the permanent interests of the University.

The Congressional grant was bestowed, not for the *foundation*, but for the *support* of the University; not as an original *basis*, but as an *endowment*. These lands were not the property of the State to be disposed of at will and pleasure; they were held in trust to be sacredly guarded. A faithful administration of this trust would have required that the lands should be sold at the highest possible price, and, if necessary for this purpose, they should have been withheld from sale for a considerable time. But the State was recreant to the trust reposed in her. Reasonable care and judgment had been bestowed upon the selection of the lands, and the appraisers had opportunity to insure to the University the basis of a magnificent endowment; but it was preferred that even the best lands should be sold at the low Government price, in order to enhance the attraction to settlers to the highest possible extent.

The lands selected were often found to be pre-empted under the United States homestead laws, and new lands had to be selected and appraised at considerable expense. In January, 1850, the regents called the attention of the Legislature to these illegal appropriations and appraisals. They pointed out that "while the school lands, which are of course lands of ordinary quality, are appraised at an average value of \$3.44 per acre, the *selected* university lands are appraised at the average value of \$2.78, being sixty-six cents less per acre than the appraised value of the school lands."

Of course no effort was made to obtain more than the appraised valuation for the lands. A law of 1849 authorized sales and provided for the investment of the proceeds. The minimum price was fixed at the appraised valuations, but these were too easily converted into a maxi-

num. Many sales were made during the following year. In 1850 a better policy was adopted, looking to a larger ultimate fund; the minimum price was raised to ten dollars per acre. Notwithstanding the sale during the next year of more than a thousand acres at or above the increased price, the pressure brought to bear upon the Legislature was sufficient to procure the passage of an act reducing the minimum price to seven dollars an acre, with some exceptions. Pre-emptors were given credit for the excess over the new minimum price.

But this more enlightened policy in reference to the university trust was but temporary. The particular evil in the administration of the educational trust funds in Wisconsin was that of using the national grants in a way to attract immigration at the expense of the interests of the trusts. The advancement of the material interests of the State was laudable in itself, but there is not a particle of justification for sacrificing permanent educational interests to more rapid settlement. But the latter became the settled policy of the State. In 1852 new appraisals, at a minimum of three dollars per acre, were directed, and most of the remaining lands were accordingly valued and sold at that price. The sum of one hundred and fifty thousand dollars was all that was realized from the seventy-two sections. From a similar grant Michigan realized over half a million.

In 1848 seventy-two sections of saline lands were granted to Wisconsin. As there were no saline lands in the State, the Legislature petitioned Congress to substitute for them seventy-two additional sections for the University. The desired substitution was made in 1854. But, although the lands were carefully selected, the errors and shortcomings displayed in the management of the former grant were repeated in this. Sales were made on the terms fixed by the law of 1852, absurdly low as they were. In 1859 the provisions for appraisal were repealed, leaving the minimum price, however, at three dollars; and in 1864, in spite of the constitutional provision requiring appraisal before sale, the price of all lands never appraised was fixed at three dollars per acre.

System of Investments.—The system of investments was pernicious, and caused great losses to the fund. The proceeds of sales were loaned by the commissioners—the secretary of state, treasurer, and attorney-general—to individuals in sums of not over five hundred dollars to each, upon real estate mortgages. It was impossible for three individuals at the capital to make safe investments to thousands of persons all over the State, of whose responsibility they knew nothing. The absurdity of the system was exposed by the land commissioners in their report for 1861: “The State government having assumed the management of a trust fund, ought, at least, to manage it as prudently and carefully as a man of ordinary judgment and discretion would manage his own affairs. Yet, would any prudent capitalist invest his own money in loans to men he did not know, taking security upon lands he never saw, with no better evidence of their value than the appraisement of two men of

whom he knew nothing?" In 1862 investments in State bonds were authorized, and subsequent laws provided for loaning the funds to cities and counties, and for investments in United States bonds. But great losses had occurred under the old system of loaning to individuals; exactly how much these were it is impossible to say.

Disposition of the University Funds.—Not only was the trust reposed in the State betrayed and the interests of the University sacrificed by the illegal or inadequate appraisals of the lands and the low prices fixed, but the fund when accumulated was diverted from its true objects. The grants were bestowed, not for the *foundation*, but for the *support* of the University. But loans of twenty five thousand dollars and fifteen thousand dollars were authorized by the Legislature from the principal of the fund to build North and South Dormitories. It was necessary, therefore, to use the interest largely for the repayment of these loans, instead of for its true purpose of carrying on instruction and providing a library and appliances.

The grant of 46,080 acres in 1854 renewed the hopes of the friends of the University. The report of the regents for that year pictures the future in glowing terms: "After the reduction of this new grant to the productive form, and the extinction of the debt, the annual income of the whole endowment will not fall far short of twenty-two thousand dollars, and receipts from other sources will swell this amount to twenty-five thousand dollars. These conditions will enable the Board to carry on successfully the collegiate, normal, and agricultural departments; to provide for the additional structures without the accumulation of debt; to make yearly additions to the apparatus, library, cabinet, and other collections; and, finally, to establish the professional schools of law and medicine." But these just hopes of what should be realized from the new endowment were vain; in a few years the University passed through the severest crisis in its history; fresh loans for the erection of the main hall threw an additional burden upon the funds, so that the closest economy barely sufficed to prevent the temporary closing of the University. Finally, the income of the University in 1866 had dwindled to a mere pittance of five or six thousand dollars.

In 1862 Wisconsin received two hundred and forty thousand acres of land by virtue of the Agricultural College Act. It is not necessary to review the old tale of low appraisals and of sales at almost nominal prices. The history of the application of this grant, in its productive form, belongs properly to the second period of our history. And we may now leave this story of mismanagement and fraud to review the internal affairs of the University. When we return to the subject of the funds and endowments of the institution, we shall find that the year 1866 forms a real and decisive turning-point; we shall observe a different attitude toward the school on the part of both Legislature and public, and we shall see an attempt to atone for these errors of the past.

ORGANIZATION AND EARLY YEARS.

Constitutional Provisions.—In addition to provisions for the appraisal and sale of the university lands, the State Constitution, which went into effect in 1848, contains the following section in relation to the University :

“Provision shall be made by law for the establishment of a State University, at or near the seat of State government, and for connecting with the same from time to time such colleges in different parts of the State, as the interests of education may require. The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a University, shall be and remain a perpetual fund, to be called the ‘University Fund,’ the interest of which shall be appropriated to the support of the State University, and no sectarian instruction shall be allowed in such University.”

Board of Regents.—An act of incorporation was passed soon after the organization of the State government. The control of the University was vested in a Board of Regents, consisting of a president and twelve members. The twelve were to be chosen by the State Legislature; they were to elect a chancellor, who should be *ex officio* president of the Board.

State Universities were at this period a new departure; the comparative merits of different systems of control had not yet been tested by experience, nor had events as yet called for thorough discussion of various plans of external management.

Early Conditions.—The first meeting of the Board of Regents was held October 7, 1848; but the first steps toward the organization of the University were not taken until January 16, 1849. Subsequent events indicate that the attempt to create a State collegiate institution was premature. Indeed, these preliminary steps had in view only a preparatory school; regular college classes were yet in the future. Even the common schools of the State were still in a low and struggling condition. There were no high schools, intermediate in grade between the district school and the college. Academies under private management were extremely few in numbers. Altogether, there were no such adequate facilities for preparatory instruction as would be necessary to give the University the quality and number of students requisite for the highest success. Add to this, that there was no general public interest in higher education, and that such enthusiasm as there was attached almost exclusively to denominational schools. The toils incident to the development of a new country leave little opportunity for devotion to intellectual culture, and those labors are even hostile to growth in this direction. All energy and zeal are occupied in the daily practical duties of life. In addition to this, the people generally had not become reconciled to the idea of State control of higher education. Even now, many who concede fully the right of the State to establish and control the

common schools are opposed to extending the same principle to higher education. But in 1849 the support of common schools by general taxation was a very recent departure from the old rate system. There was a general feeling that it is not the proper function of the State to foster higher education, and that this should be left to private and denominational effort; and this the early settlers were taught by the example of their native States, from which they migrated, where government had done but little to build up the best institutions of learning in the land.

Necessity of Early Organization.—But notwithstanding these formidable obstacles, it was necessary that the University should be immediately organized and launched upon its career. The reason for this lay in the danger that the funds would be lost if an earnest were not given of a genuine intention on the part of the State to maintain a University. An actual University must be put into operation, to which the friends of State support of higher education could point, to emphasize the necessity of a careful management of its funds. A living university interest had to be created, that should rally its supporters to ward off all attacks upon the University's resources. For, as we have seen, the experience of Michigan in the mismanagement of university grants was being repeated in Wisconsin, and to an even greater extent. The possibility that the University might never be more than a name would give free scope for other educational "interests" to seek to share its funds. There was also a manifest tendency to appraise and sell the university lands at merely nominal rates in order to attract settlers. Thus it became necessary to organize the University, even though, from one point of view, the people were not ready for it. If an actual school were not at once instituted, there would soon be no adequate resources left to establish and sustain one in the future.

Accordingly the regents, in their first annual report, were able to set forth some measures taken during the year, looking to the development of the nascent University.

Selection of a Site.—Among the locations available near the village of Madison, the regents decided that the one that had long been known as "College Hill," in recognition of its fitness for the purpose, was the most suitable. The eminent wisdom of the choice was perhaps not fully realized at the time. The advantages to be offered by Madison as a centre of educational, social, and political activity could not indeed have been foreseen. But popular choice had long fixed upon the site chosen because of its natural attractions; and in this regard no place more thoroughly adapted for a University could be desired. As was said by President Bascom, long after the time we are now considering, "In the natural beauty of its grounds, and the desirableness of its location on Lake Mendota, it stands almost unrivalled among the colleges and universities of the United States. When this beauty shall be fully developed, it will be a constant source of inspiration, and an ever re-

newed invitation to the student to a thorough delight in the natural world. Adding itself to the enthusiasm of youth and the enthusiasm of inquiry, it makes the morning hours of knowledge bright in reality and glorious in memory."

The terms of sale offered by the owner of the property were accepted, and recommended to the Legislature for the required approval. The choice and the terms were sanctioned, and fifty acres were accordingly purchased.

Preparatory School.—There were, at this time, few academies in the State where the requisite preparation for a college course could be obtained. In new States a considerable period must elapse before the growth of population, the accumulation of wealth, the development of educational interest, and the appreciation of liberal culture lead to the establishment of high schools and academies in sufficient numbers to supply the colleges with adequate and abundant material. Accordingly the regents established a preparatory school. The western colleges and universities generally have found it necessary to create and maintain for many years such adjuncts to the regular college instruction.

The people of Madison tendered the use of a building rent-free, and the school was opened in February, 1850, under the charge of Prof. John W. Sterling. Professor Sterling was connected with the University for thirty-four years, and his services to the institution, whether in its severe trials or in its prosperity, were of incalculable value.

The regents limited their liability in respect to salaries to five hundred dollars. This illustrates the feeble beginnings and the scanty resources of the new University. It was expected that the avails of the tuition fees, which were fixed at twenty dollars per pupil, would supply sufficient additional means. The preparatory course embraced the usual amount of classical study required for admission to the eastern colleges.

The Chancellor.—Although it was not expected that regular University classes would be organized for some years to come, the regents elected a chancellor, in order that they might have the benefit of his professional skill and experience in all preliminary action. In view of prospective headship of the school, he would of course feel a great interest in all measures relating to it. As also the chancellor was made by the act of incorporation *ex officio* president of the Board, the law seemed to contemplate the election as one of the first duties of the regents. John H. Lathrop, then president of the University of Missouri, was chosen. His duties were to commence with the next collegiate year. The chancellor's salary was fixed at a maximum of two thousand dollars per annum, which was then the average salary of American college presidents. This amount was recommended to the Legislature and approved.

Cabinet.—Steps were taken to form a cabinet of natural history. II. A. Tenney, Esq., of Madison, was made the agent of the Board to col-

lect specimens, and served in this capacity and as librarian for some years. At the end of this period he had formed a very respectable nucleus of a cabinet. Said Prof. S. H. Carpenter, writing in 1876, "Under his able and efficient management this department of the University soon reached a development far beyond the most sanguine expectations of its friends. It is to the self-denying labors of this early and true friend of the University that our present cabinet owes its existence." But these collections, together with very valuable and extensive subsequent accumulations, were destroyed by fire in 1884, and cannot easily be replaced.

The subject of buildings was also considered by the regents during the first year, but no definite plan was adopted.

Opening of the University.—Section 9 of the act of incorporation provided that "The University shall consist of four departments :

1. The department of science, literature, and the arts.
2. The department of law.
3. The department of medicine.
4. The department of the theory and practice of elementary instruction."

The preparatory school was, of course, intended to fit pupils for the "department of science, literature, and the arts." The opening of the University proper did not occur until January 16, 1850, when Chancellor Lathrop was formally inaugurated. The question of immediate practical interest and importance was that of the organization of the fourth department mentioned above. Special stress was laid upon this, both in the inaugural address and in that of one of the regents on behalf of the Board.

The Constitution of the State provides that the residue of the school fund beyond the amount required for the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor, shall be appropriated to the support and maintenance of academies and normal schools. One of the most prominent educational topics under discussion in the country at the time was that of normal schools, and it was foreseen that earnest efforts would be made to establish them in Wisconsin and to secure a large fund for the purpose. It was the object of the University to secure these resources, or part of them, in aid of the normal department. But in providing for the support of normal schools, the constitutional provision rather had in view separate schools for purely professional training. It does not fairly embrace a branch of the University, such as is indicated in the charter and such as is now being revived in our university chairs of theory and practice of teaching. But in the absence of normal schools it was thought that the patronage of the University would be increased by the attendance of those seeking preparation as teachers, and that the teachers' institute work could be most readily carried on for a time through the medium of the University. Zealous ex-

ertions were made, year after year, to secure aid for the normal department from the school fund.

Professorships.—Previous to the inauguration, at a special meeting in November, 1849, the regents had taken the first steps toward opening two of the departments marked out in the organic law: The department of “science, literature, and the arts,” and that of the “theory and practice of elementary instruction.” There were established in the first-mentioned department the following six professorships:

1. Ethics, civil polity, and political economy.
2. Mental philosophy, logic, rhetoric, and English.
3. Ancient languages and literature.
4. Modern languages and literature.
5. Mathematics, natural philosophy, and astronomy.
6. Chemistry and natural history.

Here were incongruous unions of unrelated subjects. But these subdivisions of the field of learning, although not as minute as the specialization of knowledge and research even then required, were as extended as the resources would permit. It will be noticed in particular that history was not provided for at all. But with all its imperfections, viewed from the stand-point of to-day, the scheme was not inadequate to give the University a very respectable rank, as American colleges then were.

A normal professorship was established for the other department. The salary of each professor was fixed at a maximum of one thousand dollars per annum. The chancellor took the chair of ethics, civil polity, and political economy; to Professor Sterling was assigned that of mathematics, natural philosophy, and astronomy. The other professorships were to be filled as fast as means would allow; in the meantime, the labors in these were divided among the existing professors and tutors.

College Classes.—Meanwhile, the preparatory school was in successful operation, and the first university class was formed August 4, 1850. The chancellor and Professor Sterling constituted the instructional force during the ensuing year, with the addition of O. M. Conover, who was employed as tutor the second term. Mr. Conover was also destined to long and useful service in the University.

In their report of January 16, 1850, the regents again called special attention to the desirability of an early beginning in the normal department. The plan contemplated the admission of female as well as male teachers to all advantages of the school. A model school was to be conducted for observation and practice. The plan in itself was wise and efficient; but the State furnished no aid, and the resources at the command of the regents were not sufficient.

For many years thereafter the lack of funds prevented any serious consideration of departments of law and medicine.

The Faculty remained unchanged until the third year, commencing September, 1852, when Mr. Conover was made professor of ancient

languages and literature. His place as tutor was filled by Stephen H. Carpenter. A Sophomore class was formed in September, 1851, a Junior class the next year, and a Senior class in 1853. In 1854 the first class—two young men—was graduated.

Buildings.—There was not sufficient interest and faith in a *State* University to secure a State appropriation for needed buildings. The regents were consequently obliged to have recourse to a loan of twenty-five thousand dollars from the principal of the University Fund. This was, in reality, an illegal measure, as it was the *income* merely of the Federal grants that were to be applied to the *support* of a University. It became necessary to apply the income of the fund, which should have been appropriated solely for the salaries of professors and to the increase of library, cabinet, and apparatus, to the repayment of the loan. The University was thus seriously crippled for many years. But with the loan, in 1851, North Dormitory, the first University building, now known as North Hall, was constructed. Some of the rooms were used for lectures, recitations, library, and apparatus, and others afforded apartments for study and lodging for from fifty to sixty-five students.

The foundations for a second structure, intended for the use of the normal department, were laid at the same time, but lack of means prevented the continuance of the work for several years. Finally, a loan of fifteen thousand dollars from the principal of the University Fund was authorized by the Legislature, and the South Dormitory was ready for use in the fall of 1855. Again the fatal policy of making the cost of these structures lie as a dead weight on the income of the University Fund was seen. The cost of the work exceeded the amount of the loan by three thousand dollars. This deficit was swelled by the cost of superintendence, furnaces, and fitting up of public rooms to four thousand five hundred dollars. The diversion of large sums to extraordinary uses compelled the regents to defer the appointment of a professor of modern languages, and the enlargement of the library, cabinet, and apparatus.

Nevertheless the regents were full of hope. An additional grant of seventy-two sections of land was made by Congress in further endowment of the University. It has already been shown in what glowing terms the regents in their report for 1854 pictured the future of the University, and how these bright prospects were soon overclouded. A further loan for a building that was finished in 1859 added to the embarrassments already mentioned.

Agriculture and Mechanics.—As early as 1851 the regents had urged the need of a department of the practical applications of science, and also of a school of agriculture. These were then subjects of intense and wide-spread interest throughout the country, and public opinion was forcing the colleges to take measures for providing facilities for scientific and technical studies. The report of 1851 was, therefore, largely taken up with the subject, and year after year the hope was ex-

pressed that by means of national or State bounty the University might be able to comply with the public sense and demand in these directions. But it was not until 1854 that the first slight advance was made; in that year the regents were able to provide specially for the teaching of natural science. In May S. P. Lathrop entered upon the duties of professor of chemistry and natural history. A small appropriation of one thousand dollars for chemical and philosophical apparatus was expended in judicious purchases by Professor Lathrop. He died in December, 1854, and a year passed before his place was filled by the appointment of Dr. Ezra Carr to the vacant position. Professor Carr delivered a course of lectures on agriculture, chemistry, and the applications of science to the useful arts, but the limited time, the lack of appliances, and the limitation of the instructional force to one professor made the work in mechanics and agriculture entirely superficial and inadequate. This was due, not to any lack of ability or fitness in the professor, but to the very necessities of the case in the infant institution.

Completion of the College Faculty.—During the collegiate year 1855–56, the College Faculty was completed by appointments to all the remaining professorships, as provided for in the plan adopted six years before. Dr. John P. Fuchs, previously employed as tutor, was appointed to the chair of modern languages and literature; Daniel Read, LL. D., was made professor of mental philosophy, logic, rhetoric, and English literature; and Dr. E. S. Carr, as above stated, professor of chemistry and natural history.

Normal Department.—In addition to his collegiate appointment, the regents elected Professor Read to the normal chair in the department of “theory and practice of elementary instruction.” Professional instruction was “to be rendered in the art of teaching, during the summer term of each year.” Thus the first step was taken in the long-cherished project of normal training. The experiment was continued only to the extent of two courses of lectures by Professor Read. The first, beginning in the latter part of May, 1856, continued through the eight remaining weeks of the term. Eighteen students attended these lectures. The second course, in 1857, was attended by twenty-eight students. Several years passed thereafter before a special course for teachers was revived.

Attendance and Growth.—Meanwhile the number of students was steadily increasing. The hostility of a large portion of the public to the new institution was, however, but slowly overcome. There was little popular appreciation of State universities. Chancellor Lathrop, in his report of December 25, 1851, thus indicated the state of the public mind: “Were the funds of the institution in a productive form and *now* adequate to its liberal support, there would not be, in my judgment, any lack of liberal patronage arising from any supposed bias in the mind of the community against a University under the control of the State, and constituting a part of its educational system. If a preju-

dice of this kind ever existed, it is fast disappearing before more enlightened views of the duty of the State to make the range of its institutions of learning co-extensive with the entire educational wants of the community.

“In a new country, and among a pioneer population, there is not, generally, the same appreciation of a liberal education as prevails in older communities. The immediate objects of men in the formation of new settlements do not so manifestly require high intellectual culture. From the operation of this cause, the patronage of a new University in a new State is not likely, during the first generation, to keep pace with the progress of wealth.

“It is also true in a new country, that in proportion to the population, there are fewer families than in older communities who are able to send their sons from home for the prosecution of a liberal course of study.

“There is another cause which has greatly retarded the growth of western institutions. There is, not unnaturally, a disposition on the part of those of our citizens who have been most successful in the accumulation of wealth to finish the education of their sons at eastern institutions, with whose reputation they had been familiar from their earliest years.

“From the operation of these causes it cannot be expected that the classes which pursue the whole collegiate course through to graduation will be large for the first ten years. This has been the universal experience of western institutions; and the most that can be reasonably expected of the University of Wisconsin is, that it should not fall behind, in the number of its graduates, the most successful of the new institutions of the like grade.”

The whole number of students up to 1852 was but 46; the attendance in 1852-53 was 66, and, with the exception of two years, we find a steady increase. In 1858-59 the attendance was 243. There were five graduates in 1857, the largest number until 1859 and 1860, in each of which years there were eight.

A Critical Period.—Yet, this increase in patronage was in spite of the growing feeling of hostility which has already been noted. Criticisms upon the University were rife, and there were constant charges of general mismanagement and failure to meet the wants of the people. But the fortunes of the University had been so largely taken out of the control of the regents by the action of the State that the Board was powerless to accomplish more than it did. From authorizing loans from the principal of the University Fund the Legislature had gone on to the assumption of complete control; and the idea was fostered and spread abroad that the State might do as it pleased with the trust reposed in her. “Indeed,” says Professor Carpenter, “many members of the Legislature came to the capital ignorant of the fact that the University was supported by a trust fund; and looked upon the funds used in its main-

tenance as so much taken from the State treasury (as it was by the fiction of the law of 1854), and therefore so much added to the burden of general taxation. The denominational colleges sent up petitions asking that the University Fund and its income be divided among them, and the State University be abandoned. Many names were attached to these petitions, and the local press favored the measure, until a pressure was brought to bear upon the Legislature that was almost irresistible."

"On the 19th of March, 1855, a member of the Board of Regents (elected on the 15th) introduced a bill into the Assembly to repeal the charter of the University, distribute its funds, and give its income to the denominational colleges of the State. This was looked upon as such a manifest betrayal of his trust as a regent that his proposition met with but little favor, and he obtained permission to withdraw it. The next year (in March, 1856) a bill was introduced into the Senate 'for an act to regulate the disbursement of the income of the University Fund.' The reasons assigned in support of this measure were the general mismanagement of the institution, and its alleged failure to meet the wants of the people. The temper of the Legislature is shown by the fact that the Senate ordered the document printed at the expense of the State, and two thousand copies were scattered over the State."

In order to obviate some of the criticisms, the Board of Regents proceeded to organize the departments of law and medicine. The latter of these was established in 1855 with eight professorships, to which incumbents were named. But the medical school only existed for a short time, on paper.

Professors of law were elected in 1857, but, owing to lack of funds, this attempt at organization of a department of law came to naught.

But an outcry against the additional expenditure involved in the small appropriation made by the regents for the support of the law and medical schools caused the Board to rescind their action at a meeting called specially for the purpose. Soon after a bill for the total reorganization of the University was presented in the Legislature, and finally failed of passage only by not being reached in the last hours of the session.

As a result of the agitation the regents were compelled to yield to the popular demand by voluntarily adopting substantially the same plan as was contained in the defeated bill. The following communication from Chancellor Lathrop to the Board of Regents, in June, 1858, indicates the points wherein the failure or inefficiency of the University was conceived to lie: "The agitation of the University interest in the late Legislature developed two ideas connected with the administration of the institution, of sufficient importance, in the opinion of several members, to justify a call of the Board.

"The first is, that the time has arrived for a full development of the

normal department of the University. As the regents of normal schools indicate a disposition to co-operate with the regents of the University in this behalf, I would recommend this subject to the favorable consideration and action of the Board.

“The other idea is, that in the administration of the department of ‘science, literature, and the arts’ in the University, a more distinct bias should be given to its instructions in the direction of the several arts and avocations as they exist among men; that the practical should take rank of the theoretical in the forms as well as the substance of University culture.”

These two points, in fact, had been specially prominent in the popular demand from the very beginning. In the plan proposed in the Legislature the departments were enumerated as follows: (1) Normal instruction; (2) agriculture; (3) commerce; (4) civil and mechanical engineering; (5) natural science; (6) philosophy; (7) jurisprudence; (8) philology; and doubtless these were enumerated in about the order in which the supporters of the bill conceived they should take rank. The Legislature also broke over the ancient college tradition in proposing to admit women to the full benefits of the University.

In the plan of reorganization adopted by the Board of Regents there was a somewhat different arrangement of departments, or schools: Philosophy, philology, natural science, civil and mechanical engineering, agriculture, polity. The order in which these departments are named is significant of the opinion held by the regents as to the proper place of the humanities in the college curriculum, as contrasted with the views put forth in the Legislature.

Immediately after this reorganization Chancellor Lathrop resigned, and was elected to the chair of ethical and political science. But this position, too, he resigned soon after, and withdrew entirely from the University, in order that the institution might not be embarrassed by any odium which had attached to him, though unjustly, on account of his part in the late struggle. This crisis in the history of the University is thus summed up by Professor Carpenter: “Thus ended the long and eventful struggle between the University and its critics. In the end the justice of much that was urged against its management was acknowledged by the substantial acceptance of the proposed plan by the Board of Regents, and by the fact that with its adoption all legislative interference ceased, and a firm and generous friendship took the place of the old coldness and lack of confidence.”

The University was yet to pass through a period of trial and decline; but it was not again obliged to contend for its very existence; it did not again have to meet such extreme and virulent hostility.

The Chancellorship.—Dr. Henry Barnard was chosen as successor to Chancellor Lathrop. In addition to the presidency of the University, Doctor Barnard received an appointment as agent of the normal school board, to conduct institutes and deliver educational addresses. Great

expectations were formed of the benefits to accrue to all parts of the school system from Doctor Barnard's connection with it. But these hopes were not destined to be realized, although they were justified by the reputation and by the well-known zeal and energy of the new chancellor. Dr. Barnard's health was poor, and for considerable periods he was unable to attend to his duties. Such effort as he was able to make was put forth in discharge of his duties as agent of the normal school board. The uplifting of the common schools was the object of his special labor and enthusiasm. The University saw little or nothing of him, and suffered greatly in consequence from lack of a guiding and controlling hand.

Dr. Barnard's resignation, offered in June, 1860, was accepted in February of the next year. The chancellorship remained vacant for a number of years. Professor Sterling, as "dean" of the Faculty, acted meanwhile as executive officer of the University. To him the University owes a great debt for faithful and untiring services in these critical years. Doubtless the Board of Regents should have given him in name the position and the power that he held in fact. The lack of responsible headship was of great detriment to the University; its position was lowered in the opinion of both students and public.

The Civil War.—Financial embarrassments, which became very serious about 1860, obliged the regents to lessen the working force of the University and reduce expenses to the lowest possible figure. An ordinance of June 11, 1860, limited the instructional force to five professors and one tutor. Salaries were reduced at the same time. In this way the University was able to tide over a period of extreme adversity.

The following were the members of the faculty as reorganized:

John W. Sterling, *Dean of the Faculty and Professor of Mathematics and Natural Philosophy.*

Daniel Read, *Professor of Mental, Ethical, and Political Science, Rhetoric, and English Literature.*

Ezra S. Carr, *Professor of Chemistry and Natural History.*

James D. Butler, *Professor of Ancient Languages and Literature.*

John P. Fuchs, *Professor of Modern Languages and Literature.*

J. B. Parkinson, *Tutor.*

David H. Tullis, *Instructor in Commercial Calculations and Book-keeping.*

The military spirit developed by the War pervaded the University not less than the community at large. At the beginning of the year 1861, a military company was organized among the students. It was encouraged by the Faculty, who state, in their report of 1862, "Besides enabling most who have left us for the army to start as officers, it has heightened the physical vigor of all who have shared in it, and thus given aid to true mental efforts." The War of course caused a great

decrease in attendance. Not only did it prevent the accession of new students, but it drew many away from the University itself. Nineteen students are reported as serving in the army in 1861, and thirty-five in 1862. All the class of 1864 were in the field, and, for the first time since 1854, no commencement exercises were held. The annual attendance was reduced to fifty or sixty. In the face of extreme discouragements and in spite of meagre compensation the little band of professors toiled bravely on, until the return of peace and a new era of prosperity infused fresh life into the University.

The Female College.—During the spring term of 1863 a normal department was opened under charge of Prof. Charles H. Allen. Seventy-six ladies at once took advantage of the course. For the first time women were allowed the privileges of the University. The members of the normal school enjoyed the full course of University studies. While the department was established primarily for the training of teachers, the regents explained that the lectures in the University courses, upon chemistry, geology, botany, mechanical philosophy, and English literature, would be free to all. The Faculty in 1865 say of the normal school:

“The Faculty are of the opinion that the normal department has made the University a more useful institution, during the past three years, than otherwise it would have been. It is not, however, to be disguised that, among many former students of the University, and among leading ones now in the institution, there has been a strong feeling of opposition to the department, mainly on the ground of its bringing females into the University. There has been an apprehension that the standard of culture would be lowered in consequence. No reason whatever has as yet existed for this apprehension. There has been no such mingling of classes in the higher and more recondite subjects as to render this effect possible, even if it would be the result; and, in point of fact, there has not been a period in the history of the University when some few students have carried their studies to a higher or wider range than in recent classes.”

The time was to come when it would be recognized that these young men must look well to their laurels in the “higher and more recondite subjects.”

Professor Allen resigned in January, 1865, intending to leave at the end of the school year. He remained, however, a part of the fall term.

Prof. Joseph L. Pickard was his successor, serving during the winter and spring terms of 1866.

Dawn of Prosperity.—The close of the War and the revival of business prosperity increased the number of students and led to plans for expanding the scope of the university work. But the prospects were not yet sufficiently bright to induce Hon. J. L. Pickard to accept the chancellorship, which was offered him in June, 1865. The office of vice-chancellor was created, and held by Professor Sterling until 1866.

But increased resources and a radical reorganization were necessary

to enable the University to meet the requirements of the work demanded from it. From the report of the Secretary of State for 1866 it appears that the whole amount at the disposal of the regents for the year 1866-67 was about \$5,646.40. Out of this were to be paid the salaries of six or seven professors, two assistants in the normal department, and incidental expenses, such as fuel, repairs, etc. And, in order to create confidence in the University and secure the needed aid from the State, a reconstruction of the Faculty, and, in fact, an entire change in the organic law were necessary. The people were now prepared to sustain a public institution for higher education, if it were made adequate to its purpose.

Summary.—The history of the University thus far has been one of adversity and, at times, even of struggle for life. There has been little to recount of progress and expansion in its work. The causes of this lack of vigor and progressiveness were two—the hostility to State institutions of higher education and the dissipation of the resources of the University through the mismanagement of its finances. Yet, meagre as the original endowments proved to be as compared with what was justly expected, they were sufficient to maintain the University until public sentiment was ripe in favor of State support of higher education. The foundations were then laid upon which a goodly structure could be raised. But without the nucleus of the national aid there would in Wisconsin, as in other States, be no State University. It would have been impossible in the first twenty years of Wisconsin's history to induce the people to tax themselves for the support of higher education, and probably the time would yet be distant when they would do so to build up an institution from the very corner-stone. At the time now reached, however, the old dislike toward "State" universities had largely disappeared. An institution already in existence and with at least a local reputation could command general favor and generous support.

REORGANIZATION AND GROWTH.

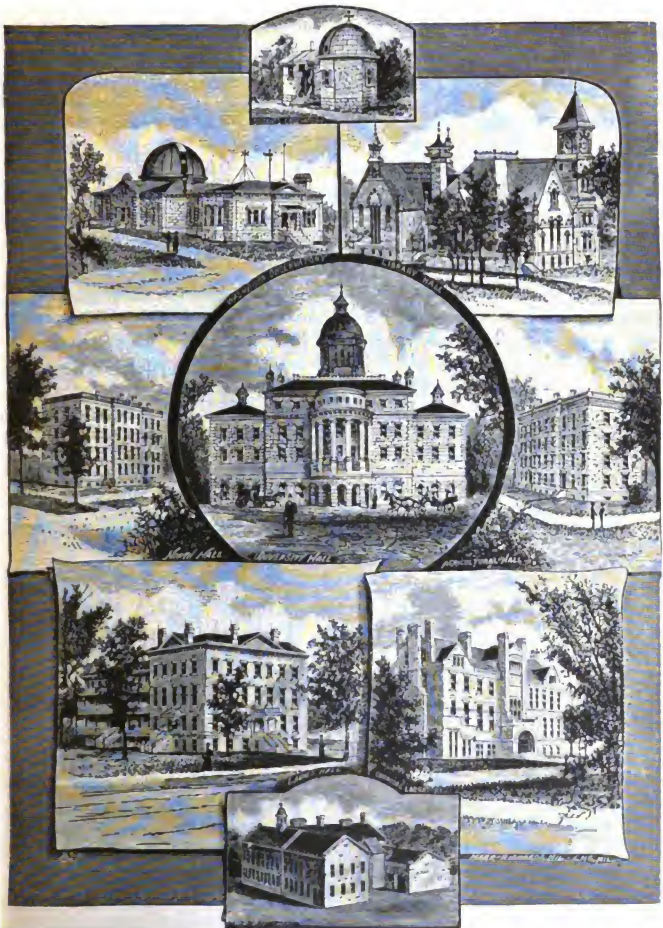
The development of Wisconsin's resources, the increase of wealth, the broadening educational interest, stimulated by the success of such State institutions of higher education as those of Michigan and Iowa, made it necessary to reorganize the University and enlarge the scope of its work, in order to adapt it to the new and larger demands. The curriculum was narrow and inflexible. The University could not be lifted out of the accustomed rut without a radical change in its spirit and methods. The traditional college course must be superseded by an organization capable of expanding in response to the requirements of the active educational thought and experience, and which would bring the University closer to the real needs and life of the people. The plan of reconstruction adopted in 1866 was sufficiently broad to embrace new elements of progress for many years.

The history since this reorganization presents a marked change from the former period in the spirit and attitude of the public toward the University. Distrust and neglect are replaced by confidence and generosity. The history of the past twenty years is one of steady growth, progress, and prosperity.

Endowment, Funds, and Buildings.—The act to reorganize and enlarge the University was approved April 12, 1866. Provision for its support is made by Section 13: "For the endowment and support of the University there are hereby appropriated: 1st, The income of the University Fund. 2d, The income of a fund to be derived from the sales of the two hundred and forty thousand acres of land granted by Congress to the State of Wisconsin, by virtue of an act approved July 2, 1862, entitled 'An act donating to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts,' which fund shall be designated as the Agricultural College Fund. 3d, All such contributions to the endowment fund as may be derived from public or private bounty. The entire income of all said funds shall be placed at the disposal of the Board of Regents, for the support of the aforesaid colleges of arts, of letters, and of such colleges as shall be established in the University, as provided in Section 2 of this act: *Provided*, That all means derivable from other public or from private bounty shall be exclusively devoted to the specific objects for which they shall have been designed by the grantors."

The University Fund consists of the proceeds of the grants of 1838 and 1854. The income, aside from taxes levied since 1866, is derived from interest on land certificates and on loans. At the time of the reorganization the Fund amounted to \$160,230.70, and the receipts for the year ending September 30, 1867, were \$11,894.20. In 1887 there were 1,710 acres of university lands unsold. The principal of the Fund, except a small cash balance in the State treasury, is productive, drawing interest mainly at seven per cent. On September 30, 1886, the amount of the productive University Fund was \$190,998.35.

The second item of the endowment accrues to the University by the incorporation with it of the school of agriculture and mechanics, founded on the so-called agricultural college grant of 1862. One of the most difficult questions involved in the reorganization was the proper disposition of this grant. Inducements were offered to secure the connection of the school of agriculture and mechanics with some private denominational school, as was done in other States. Two successive Legislatures refused to apply the fund to the establishment of an independent school. Action was postponed until near the end of the period of five years within which the school must be in existence in order to avoid a forfeiture of the grant. Finally it was deemed best to incorporate the school with the University, especially in view of its character as a State institution. Accordingly it was made the duty of the Board of Regents, as soon as organized, to make arrangements to secure suitable lands in



UNIVERSITY OF WISCONSIN.
 (Catalogue, 1887-88.)

the vicinity of the University for an experimental farm, and to make such improvements thereon as would render it available for experimental and instructional purposes, in connection with the agricultural schools. To enable the Board to purchase and improve these lands, Dane County, under authority of the act, issued bonds for forty thousand dollars. With this amount nearly 195 acres of land west of the old university grounds and adjoining them were purchased at a cost of \$27,054. The amount of productive Agricultural College Fund, September 30, 1886, was \$258,597.74. The Fund yielded in the two years, 1886 and 1887, \$32,990.91. The number of acres unsold, 1887, was 4,974. Both the University and the Agricultural College Funds have very nearly, if not quite, reached their maximum limits.

Before the reorganization in 1866 the State had never appropriated one dollar toward the support of its University, notwithstanding its serious financial embarrassments. The income was reduced from \$18,397.70 in 1861, to \$13,005.56 in 1862, and to \$11,540.90 in 1863. The amount of University Fund income on hand September 30, 1866, was \$5,501.47. This, with \$144.93 belonging to the income of the Agricultural College Fund, constituted the whole amount at the disposal of the Regents for defraying incidental expenses and paying the salaries of six or seven professors, and two assistants in the normal department, during the year 1866-67. But immediately after the reorganization, the Legislature adopted a more liberal policy. By a law of 1862, \$104,339.42 had been taken from the University Fund. This sum was virtually restored by an act of 1867, which appropriated annually for ten years to the income of the University Fund \$7,303.76, being the interest on the amount taken from the Fund by the law of 1862. Hitherto the burden of caring for its funds had been thrown upon the University; but now the State treasurer was made *ex officio* treasurer of the University. The same liberal policy was still further pursued by the Legislature of 1870, which appropriated fifty thousand dollars for the erection of Ladies' Hall. A gymnasium was built in that year; but this is ill-constructed and poorly equipped, and must soon be replaced by a structure better adapted to the purpose.

By an act of the Legislature approved March 22, 1872, it was provided that there should be levied and collected for the year 1872, and annually thereafter, a State tax of ten thousand dollars, to be used as a part of the University income. The preamble cites in justification of this appropriation the reckless way in which the State had disposed of its grant from the General Government, thereby diminishing by one-half the fund which a faithful administration of the trust would have produced. Thus, when it was too late, confession of the wrong done the University was frankly made.

The increasing good-will of the people of the State toward the University was further shown in 1875 by an appropriation of eighty thousand

dollars for the erection of Science Hall. This building was completed in 1877.

In 1876 the annual tax of ten thousand dollars was replaced by one yielding a larger amount. The new tax was based on the assessed valuation of the taxable property of the State, being one-tenth of a mill on the dollar. This tax was declared "to be deemed a full compensation for all deficiencies in the income arising from the disposition of the lands donated to the State by Congress in trust for the University." This tax was increased to one-eighth of a mill on the dollar in 1883, and the increase is devoted to the maintenance of a chair of pharmacy and materia medica, and to an agricultural experiment station. The State tax in 1886 yielded \$61,017.45. It now forms the chief resource of the University.

In 1879 an assembly hall and a library were completed at a cost of thirty thousand dollars. December 1, 1884, Science Hall was burned with all its contents. At its session that winter the Legislature appropriated out of the general fund of the State the sum of one hundred and fifty thousand dollars for a new Science Hall, machine shop, and boiler house; twenty thousand dollars for chemical laboratory; twenty thousand dollars for heating apparatus; a total of one hundred and ninety thousand dollars. Science Hall, first occupied in February, 1888, was the last of these buildings to be completed.

In 1885 a permanent appropriation, not to exceed five thousand dollars in any one year, was made for farmers' institutes. These will be treated of in another connection.

From private munificence the University has received Washburn Observatory, named in honor of the donor, the late Governor C. C. Washburn, at whose expense it was erected and equipped in 1878.

In 1878 Hon. John A. Johnson, of Madison, endowed ten scholarships of thirty-five dollars annual value each, and in 1888, Hon. John Johnston, of Milwaukee, established a scholarship of two hundred and fifty dollars per annum, in addition to a fellowship, mentioned elsewhere.

Board of Regents.—The method of election of the regents by the Legislature was abandoned in the reorganization, and the power of appointment was vested in the Governor. The president of the University was no longer to be a member of the Board. In both these respects events have shown that the new organization was faulty. The States generally have given the presidents of their Universities a voice in the deliberations and decisions of the boards of control. By this means the skill and experience of the president, and his intimate acquaintance with the condition and needs of the school of which he has immediate charge and for whose welfare he feels himself most responsible, are made available and effective. The almost universal agreement on the point among institutions of the kind indicates that experience has shown the desirability of this feature. Without it there is lack of mutual confidence and helpfulness, a constant tendency to irritation and conflict.



NEW SCIENCE HALL, UNIVERSITY OF WISCONSIN.

No other State besides Wisconsin, except Ohio, has ventured to leave so important a trust as the selection of regents in the hands of the Governor alone. However smoothly such a system as this may work under favorable circumstances, the possibility that the power of appointment may be used for political or personal ends is too great to warrant such a prerogative.

These objectionable features of the act of 1866 remain unchanged; but of late a movement has sprung up looking especially to securing for the alumni a voice in the election of regents and a representation in the Board. A bill to that effect was defeated in the Legislature in the session of 1887. A substitute bill, providing for elections by the people, after passing both houses was vetoed by the Governor on merely technical grounds. In all the legislative discussions upon the subject no valid objections were offered to the proposed plans upon their merits. Either of them would be an improvement upon the present system.

The Board of Regents consists of twelve members, of whom the State Superintendent is *ex officio* regent, two are appointed from the State at large, and nine from the respective congressional districts. The term is three years from the first Monday of February in the year of appointment, unless the member is sooner removed by the Governor.

Internal Progress.—The organic law of 1866 systematizes the University thus: The college of arts, the college of letters, and such other colleges as from time to time may be added thereto or connected therewith. Under the authority of this latter clause a law school was established, so that, as at present constituted, the University comprises three colleges: Letters, arts, law.

Sections 2 and 3 of the act point out the scope of the instruction:

“SECTION 2. The college of arts shall embrace courses of instruction in the mathematical, physical, and natural sciences, with their applications to the industrial arts, such as agriculture, mechanics, and engineering, mining and metallurgy, manufactures, architecture, and commerce; in such branches in the college of letters as shall be necessary to a proper fitness of the pupils for their chosen pursuits, and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts shall be expanded into distinct colleges of the University, each with its own Faculty and appropriate title.

“SECTION 3. The college of letters shall be coexistent with the college of arts, and shall embrace a liberal course of instruction in language, literature, and philosophy, together with such courses or parts of courses in the college of arts as the authorities of the University shall prescribe.”

The long vacant presidency was filled by the election of Paul A. Chadbourne, then president of the Agricultural College of Massachusetts. J. L. Pickard had before this been offered the position, but de-

clined to accept. Doctor Chadbourne likewise had once refused to take the presidency. He had twice visited the State to inquire into the condition and prospects of the University, but feared that the admission of women to the full privileges of the University would prevent its growth and usefulness. Not until the Legislature of 1867 had passed an act allowing the regents to provide for women in a separate department and "under regulations and restrictions," was he prevailed upon to accept the presidency. Then, says Professor Carpenter, "he entered with great zeal and ability upon the task of a thorough reorganization of the University. A new Faculty was to be selected, new courses of study to be provided, the female college to be adjusted in its relations to the University, besides the numberless details and unforeseen difficulties that beset any new undertaking. So radical a change in the management of the University of course awakened more or less opposition, and the acts of the new managers were in some quarters severely criticised, but, on the whole, public sentiment sustained the new Board."

On account of ill health President Chadbourne resigned in 1870. For a year the University was again under the charge of Professor Sterling, as vice-president. In June, 1871, Rev. J. H. Twombly was elected president. After his resignation, January 21, 1874, John Bascom was chosen to the presidency, and held the office until June, 1887. T. C. Chamberlain, formerly State geologist and professor in Beloit College, now holds the position.

Professor Sterling was the only one of the former Faculty permanently retained after the reorganization. Yet the difficulty met with in securing a president necessitated a temporary retention of the professors under the old *régime*, as well as a continuance of the old course of instruction. Agriculture, however, was at once added to the list of studies. In 1867 the Faculty was wholly re-constituted, except that Professor Sterling, as above stated, was retained. A list of the successive additions to the Faculty, with the dates of the same, is appended for the purpose of showing the progress in the expansion of the university work and in the specialization and division of the various departments.

1867.

T. N. Haskell, *Rhetoric and English Literature*.

William T. Allen, *Ancient Languages and Literature*.

John B. Parkinson, *Mathematics*.

1868.

W. W. Daniels, *Agriculture*.

W. R. Pease, *Military Engineering and Tactics*.

John B. Fenling, *Modern Languages and Comparative Philology*.

John E. Davies, *Chemistry and Natural History*.

▲ Addison E. Verrill, *Comparative Anatomy and Entomology*.

1869.

S. H. Carpenter, *Rhetoric and English Literature*.

1870.

- Alexander Kerr, *Greek Language and Literature*.
 R. D. Irving, *Geology, Mining, and Metallurgy*.
 William J. L. Nicodemus, *Military Science and Engineering*.

1871.

- John B. Parkinson, *Civil Polity and International Law*.

1875.

- R. B. Anderson, *Scandinavian Languages*.

1876.

- James C. Watson, *Director of Washburn Observatory*.
 D. B. Frankenburger, *Rhetoric and Oratory*.

1880.

- W. H. Rosenstengel, *German Language and Literature*.
 J. C. Freeman, *English Literature*.
 E. T. Owen, *French Language and Literature*.
 E. T. Birge, *Zoölogy*.
 A. D. Conover, *Civil and Mechanical Engineering*.

1881.

- T: A. Parker, *Music*.
 W. A. Henry, *Botany and Agriculture*.
 Charles King, *Military Science and Tactics*.

1882.

- E. S. Holden, *Astronomy*.

1883.

- Lucius Heritage, *Latin*.

1884.

- H. P. Armsby, *Agricultural Chemistry*.
 C. A. Van Velzer, *Mathematics*.
 W. H. Williams, *Greek*.
 T: B. Power, *Pharmacy and Materia Medica*.
 G. N. Chase, *Military Science and Tactics*.
 C. R. Vanhise, *Metallurgy*.
 William Trelease, *Botany*.

1885.

- J. W. Stearns, *Science and Art of Teaching*.

1886.

- Luigi Lomia, *Military Science and Tactics*.
 Storm Bull, *Mechanical Engineering*.

1887.

- Asaph Hall, *Consulting Director of the Washburn Observatory*.
 C. R. Barnes, *Botany*.
 G. C. Comstock, *Astronomy*.
 J. E. Olson, *Scandinavian Languages and Literature*.
 V. T. Atkinson, *Veterinary Science*.
 S. M. Babcock, *Agricultural Chemistry*.

A few of these were, at the dates given, assistant professors, most of whom have since been promoted to full professorships. No mention is made in the above list of many instructors and assistants. Many named in the list were instructors before being elected to professorships; in very many cases they were advanced, after varying periods of service as tutors, on true civil service principles. Various successive changes in the titles of several of the chairs are not indicated in the above list. Further than this brief outline and suggestion of the lines and times of development in the respective departments, little can be added here.

At the time of the reorganization the need of better facilities for instruction in the various branches of physical science occupied attention most largely for the moment. The material development of the country after the Civil War brought into sharp contrast the desirable and the possible with the actual fruits of scientific teaching. The deficiency of the University in natural science was one of the principal causes of the public distrust, and it was these studies that assumed special prominence under the new order of things. In fact, the University of Wisconsin, especially in recent years, may seem to have leaned toward scientific rather than literary studies. But this is only apparent. It is due to the large appropriations for the erection of buildings for the scientific departments and for the supply of apparatus and appliances. The cost of furnishing the scientific departments is of necessity much greater than that which secures the outfit for the college of letters. But there has been no intention to give any preference to physical science, and future appropriations, which will doubtless be made, will temporarily give the same apparent preponderance to the literary courses.

The "modern classical" course was established in 1872, and has served as a model for similar courses in many private colleges in the West. The course was identical with the "ancient classical," except that German and French were substituted for the Greek of the latter course. The adoption of this course was a part of the general movement then prominent for replacing the traditional curriculum by studies of a more modern cast. The degree of bachelor of letters is given upon the completion of this course. A portion of the Faculty strongly advocated granting the same degree, bachelor of arts, to graduates in this course as was bestowed upon those who completed the ancient classical course; but it was finally decided not to give the new course the equal rank that this would imply.

A distinct course in general science was arranged in 1873. The English course, in which there is only one language required—and that a modern, French or German,—was adopted in 1886; the degree of B. L. (English) is given at graduation in this course.

The College of Arts now includes the general science course, and the special technical departments of agriculture, pharmacy, civil engineering, mining and metallurgical engineering, and mechanical engineer-

ing. The College of Letters embraces three courses; ancient classical, modern classical, and English.

In 1879 an increasing teaching force rendered it possible for the University to offer a wider range of studies than before, and also opportunity for more extended study in the several branches. A somewhat extended election of studies was granted in the Junior and Senior years. The system of prescribed studies for the first two years, with large opportunities for election in the last two years of the course, has since been maintained and improved. One year's study at the University, after having received the baccalaureate degree, or three years if carried on elsewhere, leads to the degree of master in the four general courses. Corresponding study and practice for one year, not necessarily, however, at the University, entitles the graduates in the special courses of the College of Arts to the degrees of civil engineer, mining engineer, metallurgical engineer, and mechanical engineer, in the respective departments.

The medical schools at Chicago having preoccupied the field, no attempt has been made since 1855 to establish a medical department in the University. If this addition of a school of medicine should be made, it would probably be established in Milwaukee, where alone in the State there are sufficient opportunities for clinical and surgical practice.

On the other hand, the capital city of the State, with a large law library and frequent sessions of courts, both State and National, offers unusual facilities for the study of law. The College of Law was opened in 1868, with five professors and fifteen students. The attendance in 1887-88 was 113. The course as at first established comprised but one year's work; afterward, it was enlarged to two years. The professors thus far have always been lawyers actively engaged in practice in the city of Madison. With a view to the improvement of the school in accordance with its growing importance as the principal training school for the profession in the North-West, the Board of Regents, in June, 1888, directed the president of the University to recommend a suitable person as dean of the law Faculty, who should give all his time to the work in the College of Law. The rapid increase in the number of students has also justified a considerable advance in the tuition fees charged. The new rates, which go into effect after 1889, will furnish means for the extension and improvement of the work.

Co-education.—Probably the most important change made by the reconstruction, at least as viewed from the stand point of the time, was the open and avowed recognition of the claims and the right of women to an equal share in the benefits of higher education. They were no longer to find entrance to the University only under the shelter of a "normal department," or other annex. Section 4 of the act of 1866 declares, "The University in all its departments and colleges shall be open alike to male and female students." But in looking about for a president,

the regents were obliged to ask the State to recede slightly from this advanced position. Dr. Chadbourne, to whom the presidency was offered, refused it from fear that the University would lack public confidence and support on account of this dangerous innovation. To obviate this difficulty, the charter was amended the next year as follows: "The University shall be open to female as well as male students, under such regulations and restrictions as the Board of Regents may deem proper."

So early as 1857 the Board of Regents called attention to the success of co-education in the normal schools and higher academies of the Eastern States; and, while they felt that public sentiment in Wisconsin might not yet be ripe for the admission of women to the University, they announced their intention to prepare to meet the wishes of those parents who might desire to send their daughters there. But very little was done to carry out this plan for some years. In the spring of 1860 a ten weeks' course of lectures was given to a "normal" class of fifty-nine, of whom thirty were ladies. Thereafter no women appeared in the institution until 1863, when the regents opened the "department of the theory and practice of elementary instruction" in charge of Prof. Charles H. Allen. A three-years' course of study was arranged; but it was intended that women entering this department should enjoy substantially the full privileges of the University. This, then, was the first entrance of women into the institution in a regular course.

No substantial change in the female college course was made until 1868, when it was enlarged to four years. The recitations of the young women were separate from those of the young men. In 1871 the young women were allowed at their option to enter the regular college classes, chiefly on account of lack of a sufficient number of professors and instructors to carry on separate classes. But experience showed that no harm resulted, and that in some respects the admission of women on equal terms brought about a substantial improvement. Hence all discriminations were soon abolished.

The University thus entered upon the experimental test of the widely-mooted question of co-education. In the president's report for 1875 we find: "During the first year the young women have been put, in all respects, on precisely the same footing in the University with the young men. No difficulties have arisen from it. There were eight young women among the graduates at the last commencement. Their average scholarship was certainly as high as that of the young men, and they are apparently in good health." The Board of Visitors for 1877, however, thought that the health of the young women deteriorated in the University. As far as intellectual attainments were concerned, the difference, if any, was, they thought, in favor of the young women. But they were "deeply impressed with the appearance of ill health" presented. The hygienic condition of the University they regarded as excellent, and the only cause of ill health, in their opinion, was the

undue mental strain to which the young women were subjected. The visitors therefore recommended that more attention be paid to physical training, even if the course of study were not modified.

The president of the Board of Regents, replying to these criticisms, in his annual report deprecated the idea of limiting female students to a minor degree of culture by lowering the standard of education for them. On this point no compromise could be made with adverse opinion. But as regards the question of health the visitors seem to have drawn upon their imaginations. President Bascom took issue with them thus: "One thing we profoundly regretted in the report of the Board of Visitors, and that was the opinion expressed by them as to the health of the young women. * * * Contrary to the opinion of the visitors, the young women do their work with less rather than with greater labor than the young men, and certainly do not fall below them in any respect as scholars. We also believe this labor to be done by them with perfect safety to health, nay, with advantage to health, if ordinary prudence is exercised. The young women, whose health was primarily the ground of criticism, have improved in strength, rather than deteriorated, since they have been with us, though they have burdened themselves with extra work, which we do not counsel." A record of excuses kept by the president revealed the fact that the number of absences on account of ill health was relatively greater among the young men than among the young women. It was found also that a correspondingly large number of young men were compelled from the same cause to leave the University altogether. Further than this it was shown that the absences of the young women were almost exclusively in the lower classes, while those of the young men were evenly distributed through the entire course.

A slight concession was made, however, to the conservative feeling represented by the Board of Visitors. At the semi-annual meeting of the regents in January, 1877, resolutions were introduced in favor of restoring the female college. The subject was referred to a committee which, at the annual meeting of the regents in June, reported adversely to the resolutions, notwithstanding the representations of the Board of Visitors. The whole matter was then turned over to the Faculty of the University, with the request that they "report to this Board at its next meeting whether the course of study can not be so arranged as to relieve ladies from some of the severe studies, and allow them to take some others in lieu thereof, without increasing the number, cost, and labor of the teachers; and if so, in what way." The subject was referred to a committee of five, who submitted a report in November, 1877.

The committee were of the opinion that a complete separation of students according to sex would be impracticable, and that a partial separation in the same manner would be injudicious. Distrust and irritation on the part of patrons and students would result. The committee main-

tained that the physical strength of young women was fully equal to the task of maintaining a creditable standing in any of the courses of study, and they exposed the absurdity of the opposite view when they said, "It can not be presumed that a college course taxes to the utmost the physical power of young men, so that any presumed deficiency on the part of young women would debar them from attempting it." It was shown also that separate instruction would be impracticable. Young women were found in about equal numbers in the scientific and classical courses, and the separation proposed would make four classes instead of two, and would require four hours for recitation. The instructional force was not adequate to permit of such a duplication of instruction, and the committee were of opinion that a partial separation would not be advisable.

But in order to meet exceptional cases of physical weakness, and also to supply the wants of those desiring instruction in music, painting, and drawing, for which the regular course would not allow sufficient time, the committee proposed the adoption of a six-years' course, covering the regular modern classical studies. Students completing this course were to receive the same degree as those received who completed the course in the usual time. There was to be no lowering of the requirements for the degree; the object was simply to give more time for the completion of the course.

The report was accepted by the Faculty, and unanimously adopted by the regents at the meeting of the Board, January 15, 1877. Very few have chosen the six-years' course, but its establishment was undoubtedly beneficial.

The Board of Visitors for 1878, with the exception of one member who had been one of the Board that had, the year before, so severely criticised the health of the lady students, were "on the whole, not displeased with the evidence of physical strength on the part of the ladies." But the Board recommended systematic physical exercise. The president reported that "the record of ill health, kept through the year, shows, especially in the upper classes, less interruption in work by ill health among the young women than among the young men. In the last Senior class the young women were one-fourth of the whole number; their absences from sickness were one-tenth. In the Junior class the first ratio was one fourth, the second one eleventh. We certainly see no proof that the health of the young women suffers with us from their work. There are clear indications to the contrary."

With this the discussion closed. The opponents of co-education were signally routed on the ground that they had chosen for the encounter. It was, in fact, the final struggle of the conservative feeling that was fast passing away. The opposition to the admission of women to the University did not openly rest upon hostility to their claims to higher education; it was professedly based upon the subordinate question of physical capability to perform the entire work accomplished by young

men in the University. But no reasons were advanced on this point that would not have applied with equal force to separate institutions for women; and it was finally shown that those who made much of this alleged ill health were mistaken in their facts and conclusions. On its merits, this issue also was decided against them. The question was now permanently set at rest as far as the University of Wisconsin is concerned. Never since has the propriety and expediency and the complete success of co-education been questioned here. The drift of public opinion everywhere is clearly toward the recognition of the justice of opening the doors of institutions of higher education to women equally with men. The example set by the young State Universities of the West is being followed, slowly though it be, by the older colleges of the East. In Europe, also, and especially in England, some progress has been made.

The University and the Common Schools.—The University was long in reaching its true place in the educational system of the State, and in establishing an organic connection with the common schools. Its real function was not served and the conditions of its highest usefulness attained until its relations as a part of the public school system were clearly defined and systematized.

The preparatory department was retained for many years after the reorganization of 1866. Candidates for admission to the college of letters were examined in the studies of the preparatory course, or their equivalents. These included Latin and Greek, which were not required for entrance into the College of Arts. When the modern classical course was established, candidates were examined in Latin in addition to those studies prescribed for the College of Arts; in 1874 some knowledge of German was made an additional requirement.

The standard of admission was raised as fast as could be done without wholly severing connection with the common schools. President Bascom, in his report for 1875, said: "We shall be glad to yield the entire field, a portion of which we now occupy with our Sub-Freshman classes, to the high schools, as soon as the interests of the University will allow us to do so. * * * Just at present, for the University to reject altogether preparatory students, would be to endanger a portion of its labor." In 1875 more stringent requirements for admission were exacted. The number of students taking a special or partial course was reduced by the more systematic and thorough examinations. The steady increase in the number and efficiency of the high schools enabled the University to raise the standard from year to year. Finally, in 1880, the preparatory department was abolished. But, owing to the lack of instruction in Greek in almost all the high schools of the State, a preparatory class in that study is still maintained.

In 1877 the system of accredited schools was adopted. A law of 1872 providing for free tuition to "all graduates of any graded school of the State who shall have passed an examination at such graded school sat-

isfactory to the Faculty of the University," indicates that even then the need of a closer and more methodical connection with the common schools was felt. In 1876 tuition was made free to all who had been residents of the State for one year. This was perhaps the immediate occasion of the system adopted the next year. Any high school of the State, whose course of instruction covers the branches requisite for admission to one or more of the colleges of the University, may make application to be entered on its accredited list. On such application, the University sends a professor to examine the course and methods of instruction in the school, and on his favorable report, enters it on the accredited high school list of the University. The graduates of high schools so entered are received by the University into any of its colleges for which they have been fitted, without further examination. This arrangement holds good until the administration of the high school is changed, or until notice is given by the University of unsatisfactory results. (Catalogue.)

Shortly after the professorship of the science and art of teaching was established, the subject of accredited schools was placed in the hands of the professor in that department. His supervision of the relationship between the University and the common schools greatly increases the advantages of the close organic connection already established. The influence of the University, reaching downward to the rest of the public school system, is made doubly beneficial and effective.

In June, 1888, there were fifty six accredited high schools. Of these, only six were accredited for all courses. For ancient classical and general science courses, there was one; for modern classical and general science courses, seventeen; for modern classical, general science, and English, ten; for general science, ten; for general science and English, four; for the English course, eight.

Popular Aspect of the University.—The leaning in the West has been toward the "practical" in education, and the University has gained favor by meeting the demand, as far as possible, by liberal support of teaching in natural science and its applications in the arts. A too partial devotion to these departments is not fulfilling the high function of the University; yet the way is prepared for the recognition of the claims of all departments of study to State support. In order to achieve the success that is possible for it to reach, the University must be deeply rooted in the affections and pride of all the people of the State; it must be looked upon as the source of that which is highest and best in the life of the community, and the conditions of its prosperity and of efficiency for its work must be an object of greatest solicitude. During the last twenty years the University has been steadily gaining in public favor; but it does not yet command that general and enthusiastic devotion that a State University must command as a condition of full success, and which is exemplified in Michigan.

The popular attachment to the University must be close and strong.

From this point of view one of the most noticeable and important features of the University of Wisconsin, and one that is thus far peculiar to it, is the system of farmers' institutes carried on by the University. These are an illustration of that striving that is everywhere manifest to secure a more vital connection between the people and the higher institutions of learning. Thus the professor of the science and art of teaching employs a portion of his time in giving lectures in connection with teachers' institutes. In this way the University does much to scatter its fruits abroad. The farmers' institutes are also notable as an agency for the direct propagation of the influence of the University beyond its own walls. They were begun in 1885, and are held every winter. At the eighty-one institutes held in as many different localities during the winter of 1887-88, there were about fifty who read papers or delivered lectures. Some of these were noted specialists from other States. The total attendance was probably fifty thousand. The institutes have been instrumental in broadening the view, in awakening thought, in instilling ideas. They have already accomplished great material as well as intellectual benefits. Farmers have learned to take advantage of opportunities and resources that before were ill-understood or entirely unknown. Altogether, with its practical lessons, its stimulating discussions, and its intellectual quickening, the institute is an educational agency of undoubted potency. These are the immediate results. But as regards the University a most valuable and permanent service of the institutes will be to bring the people of the State into close and friendly relations with their own University. Many who would otherwise have little or no interest in the institution are learning to appreciate its claims to generous recognition and support.

But the special significance and value of the teachers' institute lectureship and the farmers' institutes lie in the fact that through these instrumentalities the University is brought into close relations with the people and with the educational and material progress of the State. In two directions the University has thus taken the lead in the matter of University extension.

Recent Progress.—Several changes and new features were introduced during the year 1888. Among these were special local examinations for admission, to accommodate candidates who live at a distance; the development of a civic historical course antecedent to the study of law and journalism, and of a special science course antecedent to the study of medicine; the introduction of special courses for normal school graduates; the development of courses in Hebrew and Sanskrit; and the introduction of Spanish and Italian. The German seminary system has been introduced into several departments. The departments of original investigation and of extra-collegiate education have received more distinct recognition and development. Two departments of the University are devoted almost exclusively to original research,—the Washburn Observatory and the Agricultural Experiment Station. An increasing

amount of original investigation is done in other departments in immediate connection with instructional work. At least fifteen per cent. of the resources of the University will be devoted the coming year to this fundamental class of work. The publications of the Washburn Observatory and of the Agricultural Experiment Station are well known, and the latter, in particular, disseminates information of great interest and value. In two lines of extra-collegiate education, or "University extension," viz., the teachers' institute lectureship and the farmers' institute, the University is a successful pioneer.

The Hon. John Johnston, of Milwaukee, has endowed a fellowship on a financial basis of four hundred dollars per annum for two years. The Board of Regents have established eight fellowships, with an income of four hundred dollars a year each.

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II.

BELOIT COLLEGE.

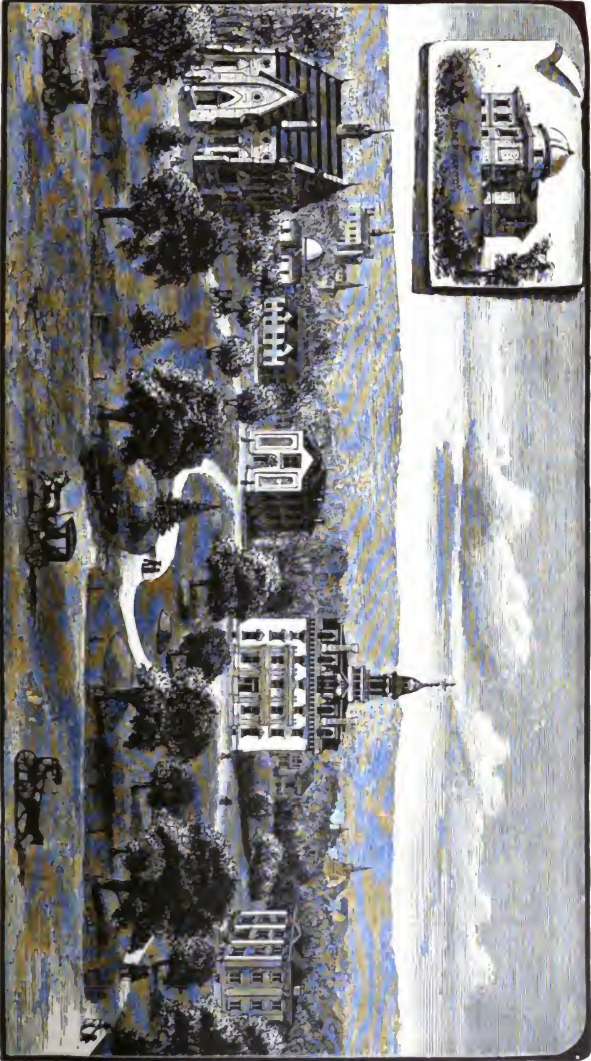
The course of migration in our country runs naturally from east to west on lines of latitude; there was thus a large infusion of New England elements in the stream of human life which first poured in to occupy the Territory of Wisconsin and northern Illinois. Puritan ideas of the home, the school, the church, and the college were transplanted and took root here with the first upturning of the prairie sod. They were especially cherished in the Congregational and Presbyterian churches organized. Hence, within ten years of the time when the Indian council fires were extinguished by the Black Hawk War, representatives of these churches were gathered in council, praying together and thinking on a college. These thoughts were deepened in conference with others at a convention of representatives of those two denominations from the north-western States, held at Cleveland, Ohio, in June, 1844. They became defined and matured in four successive conventions, held in that and the following year, for the specific purpose of considering what could be done for the promotion of higher education for Wisconsin and northern Illinois. These deliberations resulted in a unanimous judgment of a convention which numbered sixty-eight members, that a college for young men, and a female seminary of the highest order for young women, should be established, one in Wisconsin and the other in Illinois, near to the border line of the two States. The college was located at Beloit, Wis.; the female seminary was subsequently located at Rockford, Ill. In October, 1845, the fourth convention adopted a form of charter, and elected a Board of Trustees, to whom was committed the charge of carrying forward the enterprise. Beloit was selected as the place for the college because it was central and easy of access to the population of the two States, and because the people of that village had already evinced an interest in the work of education by sustaining a seminary which offered facilities superior to any found elsewhere in the region.

The Charter.—On application, the Territorial Legislature of Wisconsin enacted a charter for the college, approved February 2, 1846, and printed on pages 103-4 of the Laws of Wisconsin for 1846. The corporate title is "The Board of Trustees of Beloit College." By the act of incorporation the Board of Trustees consists of sixteen members, with power to increase the number to twenty-four. Any seven constitute a quorum for the transaction of business. The Board elects new mem-

bers for no definite term of service, but failure for more than one year to attend to the duties of the trust may create a vacancy. The charter specifies no particular requirements for membership.

Of the sixteen original trustees, one-half were clergymen and one-half laymen; one-half resident in Wisconsin and one-half in Illinois. The charter passes the administration of the college into the hands of the Board of Trustees, with broad general powers, subject to no direct supervision or control by the State or municipal authorities. The college is, however, always open to visitation, and, in accordance with a subsequent statute, a report of the condition of the institution is made annually to the State Superintendent of Public Instruction. The Congregational and Presbyterian churches of Wisconsin and northern Illinois are regarded as the proper constituency of the college; but the charter precludes the prescription of any religious tenets or opinions as qualifications required of instructors, or conditions of admission for students. Its aim is accordingly to give a Christian, but not a sectarian, education. The charter fixes the location of the college and all its departments in Beloit, and reserves to the Legislature full power to alter or repeal the act of incorporation. The Board of Trustees are empowered to confer on those whom they may deem worthy all such honors and degrees as are usually conferred by like institutions. The original charter has served the purpose of the college thus far without amendment or alteration.

The Object of the College.—The American college is an institution *sui generis*, developed by circumstances and conditions peculiar to this country. The founders of Beloit College had before them the type form, as presented in the colleges of the older States, especially in those of New England, and their aim was, not in servile imitation to copy a model, but as wisely as possible to adapt the leading ideas and features of those institutions to the fresh life and swift growth of the West. So the object of the institution they aimed to build was defined to be, to provide for the *thorough, liberal, Christian education of young men*; education being understood to mean chiefly a self-development of the individual under training to a true self-possession and a command of his best faculties. The design comprehends a training in language as the great instrument and condition of all culture, civilization, or thought; in mathematics and science, as means of both guiding the processes of investigation and thought, and furnishing the matter of learning; in the histories of nature and of man, as the sources of practical knowledge; and in those philosophic and moral principles necessary to complete the general preparation for a broad and useful life. Under the conviction that positive principles of religious faith are essential to right thought as well as to right life, the institution is intended to be a *religious college*—not denominational, but distinctly and earnestly evangelical. Its endeavor is to combine in its culture learning, religion, and morality, so as to form habits of thought, faith, and rectitude, which will best fit



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men alike to succeed in the world, to do the world good, and to realize the Christian's hope in the world to come.

History.—The Board of Trustees of Beloit College held their first meeting October 23, 1845, and took preliminary measures to secure a charter, select a location, and devise a plan for a building. The charter enacted by the Legislature was accepted October 13, 1846. On the 24th of June, 1847, the corner-stone of the first building was laid with appropriate ceremonies and public exercises. On the same day the first appointment of a professor was made, but that appointment was declined. The college was opened for its first class October 15, 1847, when five young men were examined, admitted as a Freshman class, and placed temporarily under the instruction of Mr. S. T. Merrill, then in charge of the Beloit Seminary. On the 23d of May, 1848, Mr. Jackson J. Bushnell was appointed professor of mathematics and natural philosophy, and Mr. Joseph Emerson professor of languages. These two gentlemen entered upon their duties at once, and to them was committed the class already received and the further internal organization and administration of the college. On the 21st of November, 1849, Rev. Aaron L. Chapin was elected president of the college. He entered upon the duties of that office February 1, 1850, and on the 24th of July of the same year he was formally inaugurated with public exercises held in a grove near the north-west corner of the college grounds. The first class was graduated July 9, 1851. Since then a regular succession of classes has been kept up.

Site and Buildings.—The site of the college is near the centre of the city of Beloit, on the south line of the State of Wisconsin, midway between Lake Michigan and the Mississippi River. The city is easily accessible from all directions. The population of the city is about five thousand.

The college grounds inclose an area of twenty-four acres. The premises are bounded by streets on every side, and the surface is diversified by groves and ravines, presenting a broad and elevated plateau fronting to the east, and on the west sloping down nearly to the level of Rock River, from which it is separated by a street and a narrow tier of lots on the west side.

There are six college buildings :

1. Middle College, begun in 1847, was finished so far as to be occupied the following year. The attic is occupied by students' rooms. The remainder—three stories—is devoted to lectures, recitations, and laboratory work. Its cost was about ten thousand dollars, mostly donated by citizens of Beloit with the original site.

2. North College, a dormitory of brick, erected in 1854. The cost was about eight thousand dollars, a small portion of which was contributed for the specific purpose.

3. The Chapel, erected in 1858. The cost was about six thousand dollars, one-half of which was contributed by the citizens of Beloit.

4. South College, costing five thousand dollars, was erected in 1868, to furnish additional dormitory accommodations. It has since been remodelled to serve temporarily as a chemical laboratory.

5. Memorial Hall was erected in 1869, in honor of more than four hundred sons of the college who took part (forty-six of whom died) in the War for the Union. Its cost was twenty-six thousand dollars, provided for mostly by special donations for the object, gathered in the region. The vestibule is devoted to tablets and memorials of the War. The main building is occupied by the library and the cabinet. The library contains upward of thirteen thousand volumes. The permanent library fund is about twenty-five thousand dollars. The libraries of the literary societies number about one thousand volumes.

6. The Gymnasium was erected in 1874, at an expense, including apparatus, of three thousand nine hundred dollars, contributed chiefly by alumni and members of the college and citizens of Beloit.

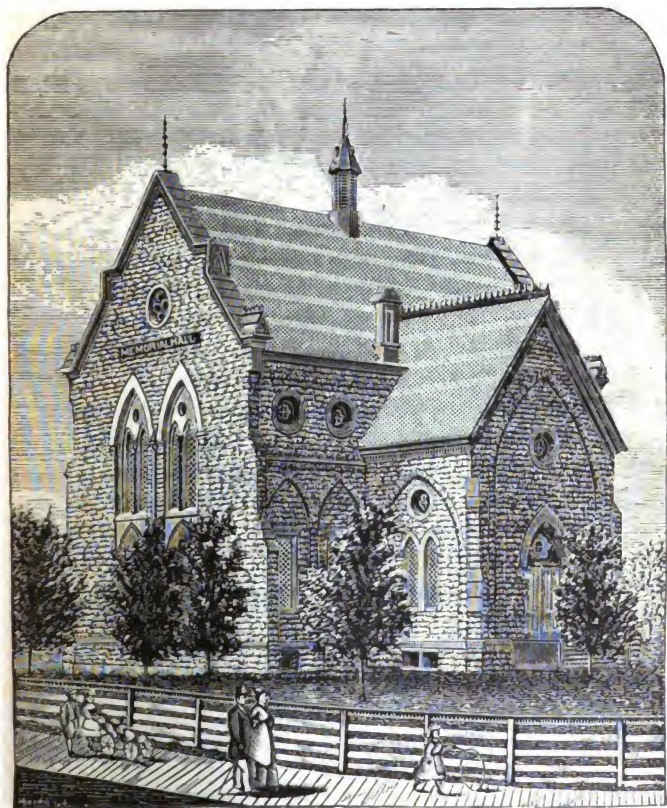
7. The Astronomical Observatory was presented to the college by the liberality of Mrs. J. S. Merrick, as a memorial to her brother, Mr. John F. Smith, whose name it bears. The observatory is fully equipped with all the usual accessories, including a standard mean time clock, with which a time service is maintained in the city of Beloit. Meteorological observations are also published daily.

8. In 1883 the college purchased the residence and grounds of the late Judge Keep, situated on the brow of the hill south of the college grounds. The building is at present used for recitation-rooms and dormitory purposes, but it is expected that it will give place to some structure designed directly for college uses.

Plans have been drawn for a building suitable to the growing wants of the preparatory school, which is to be erected at once. It is hoped that a science hall and a more commodious chapel may soon be built.

Later History.—On the 8th of July, 1857, at the close of the first decade of the life of the college, a convention of its friends was held, when Prof. J. Emerson delivered a historical address, and resolutions were adopted recognizing the Divine favor to the enterprise, and commending the college anew to the confidence of the friends of thorough education, with an earnest appeal for contributions to increase its resources. The annual commencement, July 14, 1869, was made an occasion of special interest by the formal dedication of the Memorial Hall, erected in honor of those connected with the college who had served in the War for the preservation of the Union. Hon. Matthew H. Carpenter, United States Senator from Wisconsin, delivered an oration, and several of the alumni and distinguished soldiers of the War gave brief addresses. In connection with the commencement of July 9, 1872, the twenty-fifth anniversary of the opening of the college was commemorated by appropriate exercises, in which representatives from the trustees, the Faculty, and the alumni bore a part.

President Chapin, after a service of thirty-six years, resigned in 1886,



MEMORIAL HALL OF BELOIT COLLEGE—LIBRARY.

and was succeeded in the presidency by Rev. E. D. Eaton, a former graduate of the college. The inauguration of the new president, November 4, 1886, was the occasion of a large gathering of the alumni and friends of the college generally.

The number of students in attendance during the collegiate year 1887-88 was 265. Of these, 59 were in the regular college course, and the remainder in the Academy, or preparatory school.

The whole number of graduates up to and including 1887 is 371. The classes of 1886 and 1887 each numbered sixteen. The college first began its work with the distinct object of training Congregational and Presbyterian ministers, and it held to that object with such tenacity that several whole classes became ministers. A map of the United States, says one writer, was shown, with the places where graduates of Beloit College had been pastors marked with red. Wisconsin and northern Illinois were studded close with these red dots, which covered over all the Western States quite thick, and were sprinkled all over the rest of the United States from New England to the Pacific. Out of 311 graduates 107 are clergymen or theological students, 12 of whom are missionaries.

A very large number have adopted teaching as a profession. Of editors Beloit has furnished some distinguished examples. Of lawyers and law students there have been 55 among the graduates of the college, and of physicians and medical students 21. These professions include the majority of the graduates. Of the 311 alumni 28 are dead. Of the rest nearly all are filling positions of usefulness and influence.

The work of the college is now distributed to two departments :

I. The College proper, with two parallel courses :

(a) A classical course, giving prominence to ancient languages and literature.

(b) A philosophical course, combining with Latin a wider range of science and of modern languages.

II. The Academy. This comprises three courses of study : a classical, a scientific, and an English or business course. The classical course gives ample preparation for college; the scientific course prepares for the philosophical course in the college, and for the best schools of technology in the country. The English course meets the wants of those not intending to enter college, but wishing those studies helpful to an entrance upon a business life, or teaching.

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III.

LAWRENCE UNIVERSITY.

(*Chiefly from the Alumni Record, 1881.*)

Lawrence University, of Appleton, was fortunate in having as its founder and benefactor Amos Lawrence, whose name it bears. His wide benevolence found one of its most fitting objects in aiding the Methodist denomination in the new State, which still had its wealth to accumulate, in entering early into the work of higher education. Through aid given by Mr. Lawrence, the church was enabled to establish a university in this field much sooner than would otherwise have been possible.

April 17, 1846, a proposition was made by H. Eugene Eastman, agent of Mr. Lawrence, to Rev. W. H. Sampson in the following terms: "If there is any certainty of a vigorous co-operation by any other body, lay or clerical, I should be willing to put such sum of money in the hands of trustees as, placed at interest, will in ten years amount to ten thousand dollars, and also give (provided there should be no failure in case of my death) the sum of ten thousand dollars, one thousand dollars a year for the term of ten years, toward sustaining a competent salary for such instructors as may be required; or, if necessary, I will pay ten thousand dollars in cash, now, to secure the desired object. But all this is founded on the expectation of a similar sum from other quarters." This proposition was made with the understanding that the institution should be located at or near De Pere, Brown County. But the city of Appleton met the requirements of the gift, and the location was changed to that place. In the earlier history of the University Mr. Lawrence gave in all about thirty thousand dollars to the institution. For several years prior to 1876 he gave five hundred dollars annually toward current expenses.

On December 28, 1846, at Milwaukee, the proposition was laid before a meeting of clergy and laymen of the Methodist Episcopal Church, who then accepted the offer of Mr. Lawrence, and proceeded to meet the conditions upon which it was made. A charter incorporating "The Lawrence Institute of Wisconsin" was granted by the Legislature, and approved by the Governor January 17, 1847. On the 23d day of September, 1847, the charter trustees organized the Board of Trustees, with Hon. Mason C. Darling, of Fond du Lac, as president; N. P. Talmadge, of Fond du Lac, and Henry A. Baird, of Green Bay, as vice-presidents;

the Rev. W. H. Sampson, as secretary ; and Morgan L. Martin, of Green Bay, as treasurer.

The Board thus organized immediately took measures necessary to make the enterprise a reality. The Hon. George W. Lowe, of Kaukauna, and John F. Meade, of Green Bay, generously donated sixty-two acres of land situated in what was then known, as the "Grand Chute," but which is now the very centre of the City of Appleton, on condition that the Lawrence Institute should be located thereon. The Board of Trustees accepted the gift, and on the 9th of August, 1848, located the Lawrence Institute on said lands. On the 21st of March, 1849, the Legislature changed the institute to "The Lawrence University of Wisconsin," which it has since retained. During the same year a school building seventy by thirty feet and three stories high was erected.

November 12, 1849, the school was opened with the following corps of teachers: Rev. William H. Sampson, A. M., as principal, Romulus O. Kellogg as professor of languages, James M. Phinney as professor of mathematics, Emeline M. Crooker as preceptress, and Miss L. Amelia Dayton as assistant teacher. Thus constituted, the school continued as an academic department until 1853, when the first college classes were organized. Here again the necessities of a newly-settled country required the organization of a preparatory department before the commencement of the proper college work.

The number of students the first year was about sixty. The accommodations were meagre, the surroundings in many respects disagreeable, and the means very scanty. But the school had an excellent reputation from the start, and increased in popularity. The sacrifices of those who had the immediate management were very great, and at times the prospects quite discouraging.

September 1, 1852, the Rev. Dr. Edward Cooke, of Boston, Mass., was elected president of the University, and on the 29th of June, 1853, he was installed, took charge of the college, and organized the college classes. The frame building having been destroyed by fire, the present college building was commenced in 1853, and completed the following year. This building is one hundred and twenty feet long by sixty wide. It is built of stone, and is three stories and a half above the basement. It contains a commodious chapel, capable of seating eight hundred or a thousand people, six recitation rooms, a large library room, two fine society halls, large cabinet and reading-rooms, apparatus rooms, and dormitories for about fifty students.

November 7, 1854, a communication from Nathan Appleton informed the executive committee of a donation from the estate of Samuel Appleton, of Boston, Mass., for the purposes of a college library. The trust was promptly accepted and made the foundation of the present excellent library, one of the best working libraries in the West. It now contains over eleven thousand volumes. From the income of the Appleton

fund of ten thousand dollars, and the liberality of friends, large additions are annually made. A well furnished reading-room is supported by the students and faculty, and is well supplied with daily and weekly papers and the best periodicals.

In 1860 the Hon. Lee Clafin, of Boston, gave property to the value of ten thousand dollars to found the Clafin Professorship of Ethics and Civil Polity.

During the Civil War many of the students entered the military service of their country, a goodly number under the leadership of one of their professors, Henry Pomeroy. Some sacrificed their lives for their country; others, after valiant service, returned to honor and be honored by their alma mater. Of the alumni, the gallant Nathan Paine died in battle, and the brave Alfred F. Lamb, of the same class, in Libby prison.

In 1859 Dr. Cooke resigned the presidency, and Prof. R. Z. Mason was elected to fill the chair. During his term the college suffered, as all institutions did, from the demands incident to the state of the country during the Civil War. Yet in spite of the effects of that war the college was steadily progressing in reputation, scholarship, and attendance of students.

In 1865 Dr. Mason retired from, and the Rev. George M. Steele was elected to, the presidency of the University. Fourteen years of untiring labor he devoted to the interests of Lawrence University, establishing there thorough Christian spirit and scholarship. In 1879 Dr. Steele resigned, and Dr. E. D. Huntley was elected to the presidency. The latter, in turn, was succeeded by Dr. Bradford P. Raymond, in 1883.

Like nearly all the colleges in the country, Lawrence University had its struggle with debt. Not until the commencement of 1880 could the president announce the college free from debt. But the revenues were not sufficient to meet the annual expenses, and it was necessary to make up the deficiency by donations and gifts, as far as possible, until such time as the productive property should be sufficient to provide the necessary revenues. Dr. Huntley's labor to secure the necessary funds was strenuous, and met with considerable success.

During 1881 a commodious dwelling for the president was erected on the college grounds. A new building is in contemplation for the accommodation of the lady students.

Lawrence University, having admitted women to equal privileges with men in all respects from its organization, was one of the first of American colleges to accord to women the right and privilege to share with men the labors and honors of a college course.

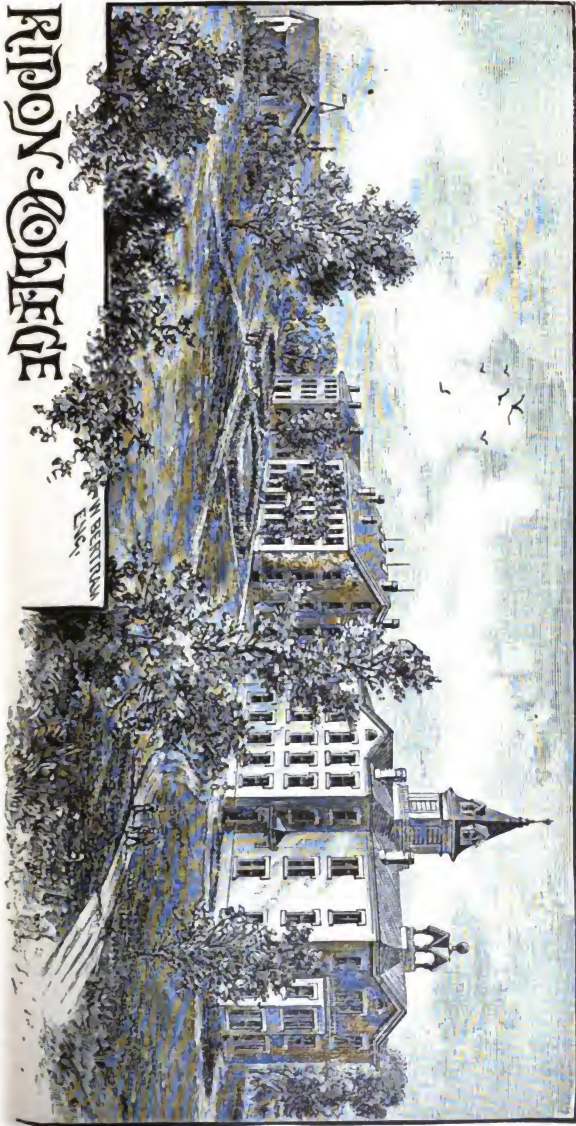
The courses of study are the ancient classical, the modern classical, the scientific, and the courses preparatory to the same. These courses cover for the most part the same fields in natural science, history, philosophy, and general literature. The ancient classical gives prominence to the Latin and Greek; the scientific excludes Greek, drops Latin

at the end of the Freshman year, and adds several terms of mathematical and scientific studies, while the modern classical, introduced to meet the growing demand for the modern languages, gives to the French and German each six terms—a part of the last term being devoted to the history of the literature. It is also proposed for such as can not take a full collegiate course, to provide facilities for both a thorough English and a complete commercial course. The academic course—embracing modern languages, mathematics, natural science, history, philosophy, and general literature—and the commercial course are designed to supply these demands. There is also a musical and literary course, and instruction is given in painting and drawing.

Besides the sketch in the Alumni Record, 1881, the chief sources of information are the catalogues, the files of the local papers, the reports of the State Superintendent of Public Instruction and of the Commissioner of Education, and the Historical Sketch of Lawrence University written for the Centennial Exposition, 1876.

RIPON COLLEGE

W. B. BENTON
LITH.



IV.

RIPON COLLEGE.¹

Beginnings.—On a pleasant hill of what is now the city of Ripon, in the autumn of 1850, two men might have been seen marking out the location of a college building. This was done amid the jeers of some, the indifference of others, and with but slight anticipation, on the part of any interested, of the real significance of this small beginning. Only one of those concerned in the undertaking made any pretension to a liberal education, and none of them were men of wealth.

There were but fourteen rude buildings in the village of Ripon, as only one year had elapsed since the first clearing had been made. Yet the novelty of founding a college among these rough surroundings and at this early stage of the city's development won the sympathy and co-operation of most of the members of the young settlement. Wisconsin, as a State, was less than three years old, and its population about three hundred thousand. There were then but two colleges in the State, and they had in attendance only seventy-five students. The pioneers in this new college enterprise argued wisely that another institution more favorably located for the middle and northern parts of the State would soon be needed, and like many another company they "buildd better than they knew." Contributions of materials, of money, and of land were made, and although lumber had to be drawn twenty miles over rough roads, the work of building was pushed rapidly forward. When the walls were completed and the structure roofed in, the funds were exhausted and the enterprise halted for a time.

The next step was the obtaining of an act of incorporation, and under the name of Brockway College the new institution became known to the people of the State. The purpose of the corporation was declared to be "to found, establish, and maintain at Ripon, in the county of Fond du Lac, an institution of learning of the highest order, embracing also a department for preparatory instruction."

It was now decided that it would be best to enlist some religious denomination in the enterprise. Accordingly a proposition was made to the Winnebago District Convention of Presbyterian Ministers and Churches to adopt the institution. The trustees offered to transfer all the property for four hundred dollars, but the churches were just beginning their work and felt too poor to accept the proposal. The minister at Menasha, however, Rev. J. W. Walcott, bought the property

¹ Contributed in part by Prof. Newton S. Fuller.

for the convention, agreeing to transfer it to that body whenever it was able to take it. One of the conditions of the trustees was that the building should be so far completed that a school should be opened in 1853. Mr. Walcott took possession of the property in November, 1852, and enlarged the grounds by the purchase of land adjoining. Two rooms on the east side of the building were soon finished, and a school for young ladies was opened in June, 1853. The first teacher was Miss Martha J. Adams, and the number of pupils for the first term sixteen. In September a young men's department was added, Mr. Walcott assuming the control of both departments as principal, and remaining in charge three years.

In February, 1855, a new charter was obtained, and two years later Mr. Walcott conveyed to a Board of Trustees, designated by the convention, the grounds and building. During that year liberal subscriptions were obtained, and a second building, now known as Middle College, was erected. The financial disaster of the country in this year, together with a debt incurred in building, a second time crippled the resources of the school. Yet it struggled on till June, 1861. At that time many of the young men enlisted in the "Ripon Rifles," the first company that went from Ripon to aid in the War for the Union, and teachers and scholars devoted themselves to the work of fitting out the new volunteers. During the summer vacation the trustees leased the grounds to the Government for a camp. The white tents of the First Wisconsin Cavalry dotted the campus till the last of November, while troops occupied the East Building and used some of the rooms of Middle College for hospital purposes.

For nearly a year after this Mrs. C. T. Tracy and Miss Martha Wheeler, who had been connected with the school for two years previous, gave private instruction to a class of young ladies. To the fidelity of these two women in this crisis, the continuous existence of the school is due.

In July, 1862, a notable meeting was held by the Winnebago District Convention, to decide whether the institution should live or die. Its friends rallied to its support and raised a subscription which partially paid the debt. The trustees accordingly reopened the school, in September, with Rev. E. H. Merrell at its head. This gentleman was then recently graduated from Oberlin College, and has now been longer connected with the institution than any other professor. The school grew so rapidly, and its prospects seemed so favorable, that in April, 1863, the trustees began the organization of a permanent Faculty. Rev. William E. Merriman, of Green Bay, a graduate of Williams College, was elected president, and Rev. E. H. Merrell professor of languages.

At the opening of the term in September, 1863, the first college class was formed. During that year the debts were all paid, the library was begun, and amendments to the charter were obtained, among other things changing the name of the institution to Ripon College.

In 1866, three years after the permanent organization of the college,



NEW LADIES' COTTAGE, RIPON COLLEGE.

the school had outgrown its accommodations, and by the following year a third building, now West College, was erected and occupied. A laboratory has since been erected. The growing requirement for room has also necessitated the building of a "Ladies' Cottage," which will be much more pretentious in appearance and proportions than the name would indicate. The new building will be commodious, beautiful, and complete in all its appointments. The building was completed in the spring of 1888.

Charter Powers and Control of the College.—The charter of the college incorporates the Board of Trustees of Ripon College, fifteen in number, including the president of the college, who is *ex officio* a trustee. The others hold office for three years, one-third retiring each year. The Board fills its own vacancies. It has power to establish any department of learning, to confer the usual degrees, to control the finances, and in general to manage the affairs of the college.

Design and Character.—Young men and young women enjoy equal advantages at Ripon. It is the aim of the institution to keep its standard fully up to that of the best western colleges, and its methods in harmony with the most enlightened views of education. It aims also to furnish a thorough preparation for the pursuits of college courses, and to provide a sound practical education for such as may desire to fit themselves for common school teaching or for business. It is likewise the earnest purpose of the officers of the institution to conduct it on distinctively Christian principles, and to have it pervaded with a strong and healthy moral and religious influence.

The institution comprises the following departments: The college, the preparatory school, the English academy, and the school of music. In the college two liberal courses of study—the classical and scientific—have been arranged, each extending through four years. The courses of preparation extend through three years. Besides these regular courses of study a select course, extending through five years, has been arranged for such as are unable to take either of the degree courses. The course of study in the English academy extends through three years.

Information about Ripon College may be obtained from Historical Sketches of the Colleges of Wisconsin (Madison, Wis.: Atwood & Culver, 1876); Proceedings of the Quarter Century of the Society for the Promotion of Collegiate and Theological Education at the West, pp. 175–82; Historical Sketch of Ripon College, in the Ripon Enterprise, October, 1876; History of Ripon, by Captain Mapes; History of Fond du Lac County; Catalogues of Ripon College; files of the College Days.

V.

RACINE COLLEGE.¹

Racine College was founded in 1852, under the auspices of the Episcopal Church in the diocese of Wisconsin. It was incorporated by act of the Legislature March 3d of that year. The first president was the Rev. Roswell Park, D. D., a graduate of West Point and Union College, and for some time a professor in the University of Pennsylvania.

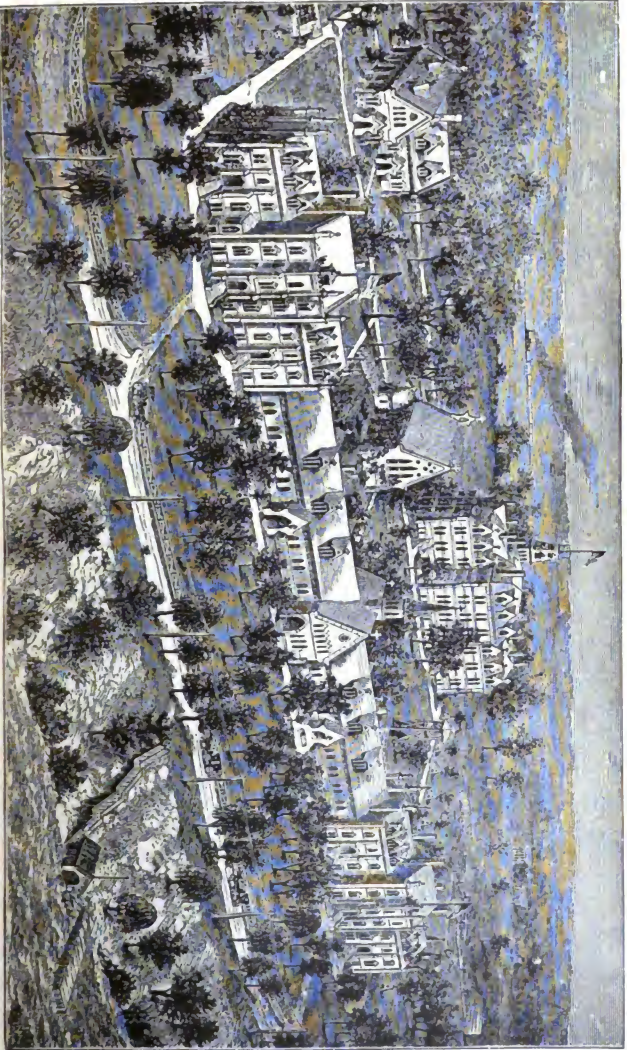
For its real estate and its first building, the old Park Hall (destroyed by fire in 1864), the college was mainly indebted to citizens of Racine. An early circular states that "the location is a beautiful one, on the southern margin of Racine, traversed by the main street of the city, in an oak grove, fronting on Lake Michigan, and commanding an extensive view of the lake in its ever-varying phases." The school opened on the 15th of November with nine students, closing with thirty-three the next summer.

There were from the outset arrangements for two departments, preparatory and collegiate. There were also two courses, the "full course," intended to comprehend a full classical education, and the "shorter course," constituting a preparation for business.

The degree assigned to the latter was that of bachelor of science. This was the degree generally taken during the earlier years of the college. The classical course was apparently thorough, but much less advanced than at the present day, though perhaps equal to that of the majority of American colleges thirty years ago. The degree of bachelor of arts, however, was only granted to six candidates between the years 1852 and 1859.

The moral supervision was somewhat more strict than is the case at the majority of colleges. The religious worship from the first was, of course, in accordance with the formularies of the Episcopal Church, and attendance at the chapel services, morning and evening, was enforced.

The new school was soon in a flourishing condition, and increased from year to year until it had attained to the number of eighty students in 1856-57. In the summer of that year, July 4th, the corner-stone of Kemper Hall was laid, subscriptions having been obtained in Racine to the amount of twelve thousand dollars. But in 1857-58, the period of the great financial crisis, the decline in numbers was so rapid as to



RACINE COLLEGE.

threaten the very existence of the youthful institution. It also became impossible to collect subscriptions previously made. The deliberations which ensued bring us to a new epoch in the history of the college.

The preparatory department of Nashotah Seminary had not long before received a new organization, and had been placed in charge of the Rev. James DeKoven. This school was known as St. John's Hall. It was now determined to call DeKoven to Racine, and to transfer the students of St. John's to Racine College, thus combining the two institutions and making Racine the preparatory school for Nashotah. This plan was carried into effect in the autumn of 1859. Dr. Park, through whose zeal and energy such substantial foundations had been laid, retained his connection with the college as chancellor, but retired from the active management of affairs. DeKoven was appointed rector, and assumed the entire responsibility.

A complete reorganization was effected, substantially after the present model. The genius of DeKoven soon gave the school a wide reputation, and its numbers rapidly increased; nevertheless, the presence of so large a proportion of candidates for orders, together with the relation now assumed toward Nashotah, led to a wide-spread impression that the institution was exclusively a theological seminary or school, an impression which has not yet entirely faded from the public mind. But while there was a preponderance, for a time, of students destined for the ministry, and while the preparation of such students was declared to be an especial object of the college, it was never the exclusive object, and each year brought a larger number destined for all walks of life and seeking simply a liberal education, until in 1865 the statement of theological preparation as a special object finally disappears from the catalogue.

The new statutes of 1862-63 indicate the ideal which was now had in view. The first was as follows: "Racine College shall be a Christian home for the training of the youth committed to its care in Christian virtue and sound learning." In accordance with this, much stress is laid in the circulars and catalogues upon the family organization, and this is still the underlying idea which distinguishes Racine. The following are some of the general principles of government and discipline: "To trust as far as possible to the honor of the boys, and at the same time to observe sufficient watchfulness to prevent secret disobedience;" "To insist upon obedience as a duty to God, and to encourage by every means possible the voluntary confession of offences;" "To govern the boys by means of a certain number selected for their fitness and general good conduct, who shall be the honored students of the college."

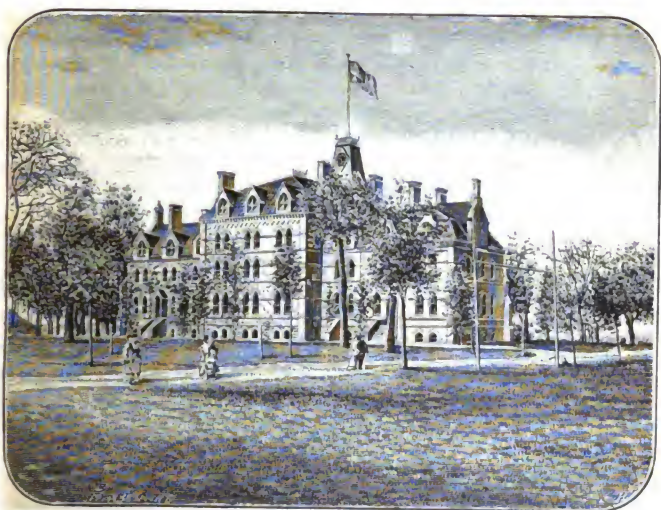
In the primary organization much was borrowed from the tried and time-honored systems of the great English public schools, but with careful adaptations from the first to the conditions and requirements of American life and character. Further modifications were introduced as time and experience dictated, but the fundamental princi-

ples have remained unchanged. During the period from 1859 to 1875-76, the college and grammar school were nearly homogeneous, much the same rules being in force and the same surveillance exercised in the one as in the other. In the development of the organization, and in establishing the discipline of the school, DeKoven was ably seconded by Mr. E. B. Spalding, as head-master and afterward sub-warden. But while the formation of the moral and spiritual life, and the establishment of a high tone and character in the school, absorbed much of the attention of Dr. DeKoven during these early years, there was also a steady advance in intellectual strength and efficiency.

From 1858 Prof. Homer Wheeler ably filled the chair of mathematics. Steps which indicate the progress of the college as an institution of learning were the addition to the Faculty of the late Dr. Passmore in 1862, for twenty years previously professor in St. James's College, Maryland; of Dr. Dean in 1865, as professor of Latin and Greek; of Dr. Hinsdale, since president of Hobart College, in 1867; and of Drs. El-mendorf and Falk a little later. Although there remained still much room for improvement in the course, the Faculty of 1868 was a body of men which would adorn any institution.

Under the combined influences of a carefully developed method of moral and spiritual training on the one hand, and of an effectual intellectual culture on the other, the growth of the college was vigorous and rapid. The time seemed to have arrived for a new adjustment. Hitherto the college had been closely connected with the diocese of Wisconsin, but it was now determined to make it a more general institution, and to place it under the patronage of the bishops and clerical and lay trustees from several adjoining States of the West and North-West. It was believed that it would be possible by a legitimate and natural development to establish here a true University, which should promote the cause of sound learning in the North-West, and at the same time vindicate for religious and moral culture its true place in education, as opposed to the secularism and materialism which have become so widely spread. In 1875 the requisite changes in the statutes and internal organization were made, looking toward the establishment of a "University for the North-west." The college was organized in more distinct separation from the lower school, and in other respects its discipline was modified with reference to a higher development of intellectual life. Additions to the Faculty in close connection with these changes were the Rev. J. H. Converse, A. M. (Harvard), in 1872, as Dr. Deau's successor, and somewhat later the Rev. F. S. Luther, A. M., in the chair of mathematics, and Robert C. Hindley, A. M., as professor of chemistry, both of Trinity College.

Racine is well known as a place where religious principles are fearlessly taught and moral guidance carefully insisted upon; but few, except those who know it most intimately, are aware how steady and per-



TAYLOR HALL, RACINE COLLEGE.

sistent has been the endeavor to raise the intellectual tone, and to make both college and grammar school second in thoroughness to none in the country.

Up to the present date the college has lacked those endowments which are essential to give permanency to the work. With the exception of the several prize funds, as stated in the catalogue, the only endowment Racine possesses, besides its ninety acres of land and its substantial buildings, is the Taylor foundation of thirty thousand dollars for the benefit of orphan sons of the clergy and candidates for holy orders. This was derived from the legacy of Mrs. Isaac Taylor in 1866.

In this state of things the loss in 1879 of that commanding genius which had for so many years guided the destinies and shaped the life of the college, was a severe blow. But the work of DeKoven has proved strong enough to endure, and, without any departure from the great principles of education so long maintained, it is believed that the internal organization and discipline were never better, the intellectual work never more effective, than at present. There is every ground of hope that with a body of officers and instructors sincerely committed to the principles which have been here asserted, a Board of Trustees exercising a wise guidance of her substantial interests, and an army of devoted sons who have gone forth from her fostering care during these thirty years, and who never fail to respond to appeals in her behalf, Racine College may fulfil the designs of her founders and vindicate the great principles of education for which she has invariably contended.

The above sketch is taken from the Year-Book of Racine College, 1887-88. A Historical Sketch of Racine College was prepared for the Centennial Exposition.

VI.

MILTON COLLEGE.

In the summer and fall of 1844 an humble structure for the use of an academic school was erected in the village of Milton. The institution was established with no other purpose than to accommodate the young people of the immediate vicinity. There was no expectation that it would ever become a first-class academy or college.

The nature of the locality and the character of the inhabitants have materially aided the enterprise. The intermixture of small prairies and woodlands with rich alluvial soils attracted, in an early day, the notice of the pioneers of the East, and led to the closely compact settlement of the country. The position, on a broad, rolling upland, one of the highest elevations between Lake Michigan and the Mississippi River, and one hundred and thirty feet above the beautiful Rock River, which flows around in nearly a half-circle at the distance of six to eight miles, is one of exceeding healthfulness. The scenery is surpassingly delightful.

The present inhabitants migrated principally from New England and New York. A few families came from Scotland and Pennsylvania. All were acquainted with the workings of public schools, and some with the advantages of an academy. The ideas of education first formed by an experience under the school system of Massachusetts, and remoulded afterwards in the midst of the thrift and greatness of the Empire State, guided those who built up and patronized the school. One of the first teachers in the institution says: "Nowhere else have I ever witnessed the exhibition of more zeal and public spirit in the behalf of education."

It was expected that a few of the young people of this section might here fit themselves to enter some college, either in the West or in the East; but the instruction to be given in the school was designed almost exclusively for two purposes, viz, to aid young men in qualifying themselves for the ordinary business pursuits, and both young men and young women to prepare themselves for teaching in the public schools. From the beginning every advantage which was to be offered to young men in the academy was also to be offered to young ladies. They both were to recite in the same classes. A school of this kind, it was thought, would tend to induce families coming into this new country to settle in the vicinity of the place. Many persons were moving at the time into this region, and a well-regulated and enterprising academy would compensate them in part for the educational facilities which they left behind them in the East.

The academy was opened in December, 1844, as a select school. For the first two or three years the average annual attendance was about seventy.

In the winter of 1847-48 the citizens of the place combined together to secure a charter for the school, and to place it under the control of a Board of Trustees. Up to this time it had been solely under the management of Hon. Joseph Goodrich, who had sustained all the losses for the teacher's salary and the incidental expenses. The advantages which the school had conferred upon the community were marked and satisfactory. It was settled that a school with academic privileges could be maintained here. The people had been partially educated to foster such an institution, and to look forward to its assuming a higher and more permanent position. Accordingly, an act of incorporation was obtained from the Wisconsin Territory February 28, 1848, granting to seven trustees the exclusive control of the school, which was entitled the "Du Lac Academy," a name that was never popular, nor used beyond the charter and the correspondence of the officers of the school.

In 1849, under the guidance of energetic and enthusiastic instructors, a decided impulse was given to the school. Young people from localities twenty or thirty miles distant joined the classes, and the attendance was raised to over a hundred a year.

For the want of suitable accommodations the school was suspended two-thirds of the year in 1853. It became evident that better facilities by way of buildings, apparatus, and cabinets must be furnished or the enterprise must be abandoned. A larger Faculty must also be secured, and regular courses of study be adopted. A greater number of the people in the section must be enlisted in the support of the academy and money contributed to place it in a better working condition. With this result the history of the school as the Du Lac Academy ended.

The awakening of a new interest in the school led to the formation of a larger association of the citizens; and a new charter was obtained from the Legislature March 31, 1854, naming the institution the "Milton Academy."

From the opening of the fall term, 1851, Prof. A. C. Spicer had the supervision of the academy most of the time for seven years. After his resignation in 1858, the trustees, failing in several efforts to obtain a successor, prevailed upon Rev. W. C. Whitford, then the pastor of the Seventh-Day Baptist Church of Milton, to assume the charge during the following fall term. Afterward he consented to remain in the same position the balance of the year. Finally he resigned the pastoral charge of the church, and became permanently connected with the school as the principal.

At the time scarcely any other place could have been more uninviting. Heavy debts for the erection of the buildings had been contracted; the community was sharply divided on questions which were connected

with the management of the academy; a rival institution had been opened in the place; and several academies within twenty-five miles of Milton had sprung into existence.

The institution closed its operations under the charter as an academy July 2, 1867, in consequence of its incorporation as a college. A review of its history for the last thirteen years, under the title of the Milton Academy, will furnish the reasons why its friends sought and obtained the college charter. Beginning with the attendance of about one hundred students per year, the school registered, in 1866, four hundred and twenty-one pupils. Seventy-three students—thirty-nine gentlemen and thirty-four ladies—had graduated in all the courses of the academy. The opposition academy organized in the place had perished soon after its opening. All classes of people were united in maintaining the school at a high standard. While the institution had been sustained mainly by the means and labors of the Seventh-Day Baptists, yet it was very largely patronized by the young people from the other religious denominations in this section. Over five thousand dollars of the indebtedness had been cancelled. In all these thirteen years not the debt of a single dollar for teachers' salaries had been contracted, nor an obligation against the institution, in any form, had been added to the indebtedness. The philosophical and chemical apparatus had been enlarged, and some valuable collections had been made for the botanical and geological cabinets. The basement of the main hall had been refitted for boarding accommodations, and the grounds ornamented with shade trees. Several thousand dollars in subscriptions had been received for the enlargement of this hall, and about five thousand dollars for an endowment fund.

Three courses of study had, most of the time, been sustained; namely, the normal and English, the scientific, and the classical, each extending over a period of four years. In the normal department a large part of the work of the institution was performed. It was organized under the regulations of the normal regents of the State from 1858 to 1865, and received some aid each year from the normal school fund. During the last eight years nearly one hundred teachers were annually prepared for the public and private schools. The report of the State Superintendent for 1866 states that one hundred and fifty-nine students were in the normal classes of the academy, and that eighty-one of this number taught during that year. The Wisconsin Journal of Education for 1864 said that "no academy in the State furnishes so many teachers for the surrounding schools as this." The members of this department were trained for their profession, not only by daily recitations in the studies of the prescribed course, but by lectures and discussions on the different principles and methods of education. The students who were pursuing the scientific and the classical courses had an opportunity to fit themselves for the Junior classes in our colleges. In these the modern and the ancient languages were most carefully taught. **Marked**

attention was given to the natural sciences and the higher mathematical studies. The more advanced students—both gentlemen and ladies—often expressed the wish that the institution would add to its curriculum the studies of the last two years of the college courses. Eighty-five students were found, at the close of the academic year for 1867, ready to form the Freshman and Sophomore classes, under the organization of the college.

It was no hasty or ill-advised movement on the part of the friends of the school in obtaining a college charter with university privileges. The responsibility and toil in building up such an institution were carefully considered, and the risks to be encountered were thoroughly canvassed. The act incorporating the college passed the Legislature of the State in February, 1867, and was formally accepted by the stockholders of the institution March 13th following. The charter grants the privilege of conferring degrees, and prohibits the exaction of any religious test or qualification of any trustee, officer, professor, teacher, or student of the institution.

It was resolved to unite both the academic and the collegiate courses of study, an arrangement which the institution has since pursued in common with most of the colleges in the West. There are now three courses of study—a classical course, a scientific course, and a teachers' course. The classical course embraces all the studies of both the preparatory and the collegiate departments, excepting those in the modern languages. Graduates from this course receive the degree of bachelor of arts. The scientific course accommodates those students who prefer the study of the German and the advanced English languages to that of the Greek. Graduates from this course receive the degree of bachelor of science. In the teachers' course special attention is given to the preparation of students for teaching in the public schools of the State.

The above sketch is in part taken from the Historical Sketch of Milton College, prepared for the Centennial Exposition, 1876.

The other chief sources of information respecting the college are the annual reports to the Bureau of Education at Washington, to the Superintendent of Public Instruction of Wisconsin, and to the Education Society of the Seventh-Day Baptists of the United States.

VII.

GALESVILLE UNIVERSITY, WAYLAND UNIVERSITY, AND CARROLL COLLEGE.

Galesville University.—The charter for this institution was obtained January, 1854, by Hon. George Gale, who procured also the organization of the new county of Trempealeau, with its seat at the incipient village of Galesville, which was to be the location of the University. At first designed by the founder as an independent institution, the Methodist Episcopal Conference of West Wisconsin in October, 1858, accepted the official control of its management, in conjunction with a local Board, as tendered by its trustees. It was planned as a University proper, with the several departments appropriate to such an organization, and some of these were for a time in actual operation. The building of a college edifice, begun in 1858, was completed in 1862. In 1859 the preparatory department was opened with Rev. Samuel Fallows as principal, and Hon. Geo. Gale as president of Faculty and lecturer in law and history. Scholarships were issued to obtain funds for building, and these after several years were redeemed in exchange for lands owned by the University, so that little was left for the maintenance of instruction except the agricultural farm attached to the building.

Rev. Samuel Fallows was succeeded at the end of two years by Rev. J. S. Farleer, and he again by Rev. Harrison Gilleland in 1865, who as president of the Faculty remained at the head of the institution till 1877. At this date a change was procured in the terms of the charter through the agency of the local trustees and the consent of others, which transferred to the Presbytery of Chippewa, in the Presbyterian body, the prerogative of control in the choice of a majority of the trustees. John W. McLaury was then chosen president, and served for six years. The building was enlarged soon after, and a department of military instruction was added. January 6, 1884, the interior of the school building was destroyed by fire, and was restored for use in 1886. Rev. J. Irwin Smith, D. D., succeeded President McLaury in the duties of that office, and has continued to discharge them to the present time.

The institution has now an establishment admirably equipped with buildings and teachers, and a fair library, together with apparatus for thorough college work, in a region unsupplied by any other agency of like grade, and with fair promise of enlargement and rapid progress.¹

¹ This sketch is contributed by President J. Irwin Smith.



GALESVILLE UNIVERSITY.



NEW CARROLL COLLEGE, WAUKESHA.

In addition to the colleges whose histories have been related in the foregoing pages, many others have been established and have met with varying degrees of success. Very often, indeed, these schools started with prospects fully as bright as those had that have secured a permanent footing. But some found the field already occupied, some were organized on too narrow a basis, while some, on the other hand, attempted too much work, failing as colleges when they might have attained great success as academies; owing to these and various other causes, most of them have perished. Several, however, are still in existence as academies, sometimes adding also the first year or two of collegiate work. Carroll College, for instance, now an excellent academy, granted degrees for some years, and Wayland University still offers part of a college course.

Wayland University.—Wayland University, at Beaver Dam, was chartered January 31, 1855. The same year instruction began, the intention being to conduct a regular college, introducing other departments as occasion required. Mistakes in management and the poverty of the Baptists of Wisconsin prevented the realization of the plans of the founders. Instead of a college curriculum, the Freshman and Sophomore years are all that have been attempted in addition to preparatory and academic work. Through varying fortunes the school continued doing first-class academic work until, in the fall of 1876, a small Freshman class was organized. About 1876 a movement for an endowment culminated in the collection of thirty-five thousand dollars. The school has at present a Faculty of eight—three gentlemen and five ladies, and in the fall of 1887 had ninety-four students.

Carroll College.—Carroll College, at Waukesha, was chartered by act of the Council and House of Representatives of the Territory of Wisconsin, approved January 31, 1846. For some years preparatory instruction was carried on in rooms procured for that purpose. On September 11, 1850, Rev. John A. Savage, D. D., of Ogdensburg, N. Y., was elected president, and filled the duties of that position until April 7, 1863. A building was erected in 1852, and was occupied the following year. College classes were formed, and four classes, numbering nineteen young men, were graduated in the years 1857, 1858, 1859, and 1860. Owing to financial difficulties and the excitement due to the outbreak of the Civil War, the college was poorly sustained for the ensuing year, and on the 5th of December, 1860, the trustees took action suspending instruction.

The institution was reopened in September, 1863, under the charge of Prof. Wm. Alexander, and continued for nearly two years.

After a year's further suspension the trustees offered the charge of the institution to W. L. Rankin, a graduate of Princeton College, and at that time principal of one of the graded schools of Elizabeth, N. J. He accepted the offer and opened the school March 5, 1866. Since

then a persistent and earnest effort has been made to raise the institution to a position of permanent stability.

An academic course has been maintained, and one thousand and sixty-two pupils have been enrolled (1886). Since 1876 diplomas have been conferred upon its graduates. The possession of this diploma entitles the graduate to admission to the University of Wisconsin without examination. Students have been sent to Princeton, Yale, Williams, Lafayette, Wabash, Wooster, Ann Arbor, Lake Forest, and to the different colleges in our own State. Many have entered schools of law and medicine without further collegiate preparation. About two hundred have become teachers.

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[Whole Number 163]

BUREAU OF EDUCATION

N. H. R. DAWSON, *Commissioner*

CIRCULAR OF INFORMATION NO. 3, 1889

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 8

HISTORY OF EDUCATION IN ALABAMA

1702—1889

BY

WILLIS G. CLARK

WASHINGTON
GOVERNMENT PRINTING OFFICE
1889

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., May 14, 1889.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C. :

SIR: I have the honor to transmit the accompanying monograph upon the History of Education in Alabama, which has been prepared for the Bureau of Education by the Hon. Willis G. Clark, of Mobile.

It is a history of education in that State from the beginning to the present time. No publications have heretofore been made detailing in convenient form what Alabama has attempted and accomplished in this direction. This is a pioneer exploration in a field of inquiry at once inviting and important.

The information embodied in the following monograph has, for the most part, been obtained from original sources, requiring a careful examination of the records and unpublished minutes of the University of Alabama; personal conferences with leading educators; the perusal of newspaper files; and a patient and exhaustive study of the official reports of the superintendents of education. The libraries of the University and at the Capitol in Montgomery have also furnished important information concerning the early history of the State.

Commencing with the first settlement of Europeans on the Tensas River, under Le Moyne de Bienville in 1702, a rapid sketch is given of the progress made during the Colonial and Territorial eras, embracing over a century in time, until Alabama was admitted into the Union. From that time the gradual development of educational facilities in the State and the manner in which these were improved are fully narrated.

The love of adventure and the hope of pecuniary reward were the leading incentives to the first settlement made in this territory by Europeans. The settlers were few in number and for the most part dissolute in character, surrounded by Indians, and not likely to give much thought to the subject of education. Doubtless primary classes were taught by the curé of the parish; but if so, no record of the fact exists. One of the last official acts of Bienville as governor of the Province of Louisiana (then embracing this settlement) was an application dated March 26,

1742, to the French Government for the organization of a college. The request was refused, on the ground that the colony was too unimportant for such an establishment.

Neither the British nor the Spanish authorities who successively came into control of the Province seem to have made any effort to educate the children of this Colony, although during the War of the Revolution there was a notable increase in the population of the Tensas and Tombigbee settlements; and when the Province came under the Government of the United States there was a further increase. But as lately as 1810 the present limits of Alabama contained only 3,481 white inhabitants. The first American school in this Territory of which we find any record was established by John Pierce at the Boat Yard on the Tensas River, not far from Mobile, "where," according to the historian of Alabama, Mr. Pickett, "the high-blood descendants of Lachlan McGillivray, the Taits, Weatherfords, and Durants, the aristocratic Linders, the wealthy Mims, and the children of many others learned to read."

In 1811 the first academy was incorporated by the Territorial Legislature and located at Saint Stephens, in Washington County, and a year later the Green Academy, which became an important and flourishing school, was established in Huntsville. In the year 1814 an appropriation of one thousand dollars was made from the treasury of the Territory in aid of these two schools—the first appropriation of public money ever made in this Territory for educational purposes.

Soon after the admission of Alabama as a State into the Union, December 14, 1819, steps were taken for the establishment of a University, which resulted, a few years later, in the organization and equipment of the University of Alabama, whose history is nearly coeval with, and forms an important part of, the history of the State. Hence the progress, management, condition, and prosperity of this institution of learning are given a prominent place in the history of education in Alabama. Certainly an institution which has had on its roll of officers and professors some of the most renowned and illustrious scholars and educators, and on its roll of alumni some of the most distinguished statesmen, jurists, diplomatists, and legislators this country has produced, deserves to have its history written, its record published. Besides, the changes through which the University has passed in the nearly threescore years of its existence; its struggles with adversity; its eras of prosperity; its tests of educational theories; its methods of government; its every-day work—all these are subjects worthy of consideration, and may be studied with profit.

Under such presidents as Woods, Manly, Garland, Smith, Gorgas, Lewis, and Clayton, and such professors as Barnard, Tutwiler, Tuomey, Stafford, Mallet, Hargrove, and Battle in the past, and the present able Faculty, the University could not fail to make a record worthy of preservation. Biographical sketches are given in the monograph of

the distinguished men named who have passed to their reward, or have retired from active service as educators.

The destruction of the University buildings by fire, near the close of the War, the depression which followed, the rebuilding of the University, its enlargement and increased facilities, are occurrences of comparatively recent date, and need only be mentioned here. They will be found in detail in the pages devoted to the University.

A brief sketch is given of the Agricultural and Mechanical College, as next in order of State institutions of learning; it is located at Auburn, and was established in 1872. Beginning as a preparatory and classical school, it was subsequently enlarged into a polytechnic institute of high character and ample equipment. In June, 1887, the main college building was destroyed by fire, but the disaster occurred at the close of the college year, and by the zeal and industry of the officers the exercises were renewed at the usual time. A new and more commodious building is in course of construction, and will soon be completed.

An industrial department has been established. the machinery of which is driven by engines made by the students in mechanics. The State model farm and experiment station are located at the college, and meteorological observations are taken and reported for the benefit of the farmers of the State. A department for wood-work and also a foundry and shops for working in iron are connected with the college, in which students are taught the use of tools, cabinet and joiner work, and casting, welding, and the manipulation of iron and steel.

Some account is also given in these pages of the school for the education of the deaf, dumb, and blind which is in successful operation at Talladega, under the supervision of Dr. Johnson, an accomplished gentleman, admirably fitted for the important and delicate trust committed to him. Recently a separate school for the blind has been established, but it is still under the supervision of Dr. Johnson.

Several of the religious denominations in Alabama have given much attention to the subject of education and have established high schools, seminaries, and colleges of their own, some of which are of high character and exert a wide influence. The Baptist and Methodist denominations are the most active and zealous in this work, the former having established the Howard College and the Judson Female Institute, the latter, the Southern University at Greensborough, the Alabama Conference Female College at Tuskegee, and other notable schools. The Catholics have the well known Jesuit college at Spring Hill and the Academy of Visitation near Mobile, besides other schools in different parts of the State. This monograph in Part II gives a general view of this educational work, and a more particular account of the more prominent schools mentioned.

Before the War but little attention was given in Alabama to public education. The social customs prevailing made the University and the denominational and the private schools the almost exclusive channels

of instruction for children and youth. Yet much interest was taken in education, and schools of high character abounded. Every county and nearly every settlement had its academy or high school, which was well taught and well attended. The system of labor prevailing gave abundant means and leisure to the agriculturists, whose sons were trained for the learned professions and whose daughters became cultured and accomplished women. Some of these schools became celebrated, and exerted a large influence in moulding the character and shaping the careers of the youth of the State. Some of them, notably the Greene Springs School, have fulfilled their mission and passed out of existence, but have left a memory of good works which will long survive them. The Greene Springs School was founded by the late Dr. Henry Tutwiler, and was in its day one of the most famous and excellent of Southern schools. Dr. Tutwiler was a distinguished graduate of the University of Virginia, was for a time a professor in the University of Alabama, and was one of the most successful educators Alabama ever had. His school was maintained with unvarying success for an ordinary lifetime, exerting a strong and healthful influence upon all sections of the State. A full account of this school and a biographical sketch of its founder will be found in the monograph.

A brief sketch is also given of a notable female school of *ante bellum* days conducted by Mrs. Stafford at Tuscaloosa, and of the Marion Military Institute, established recently by Col. J. T. Murfee on the removal from that locality of Howard College, of which he was long the able president. Other schools of excellence and high standing are mentioned in the general review of schools taught for private emolument.

It has been aptly said that the "common school is the people's college," and that the education of the people is essential to the stability of the Republic—the palladium of its liberties. Whatever tends to develop and promote a wise system of public education is a matter of high import and deserving of most careful consideration; for, after all, excellent and liberally patronized as may be our universities, colleges, and schools for the higher and secondary education, the fact must be conceded that only a minor proportion of the youth, even of the most favored States, can hope to enter the higher portals and enjoy college advantages. The great majority must obtain an education in the common schools provided and conducted by authority of the state, or grow up untaught and become a menace to the general welfare. A proper system of common schools may be considered as the foundation of the temple of learning of which the secondary and higher schools form the superstructure, neither antagonistic to the other, but together forming a beautiful and harmonious whole.

The Mobile system, organized in 1852, was the pioneer of common schools in Alabama and the Southwest, and by its excellence and popularity prepared the way for a public school system for the State.

The early struggles of these schools, the prejudices they met and overcame, their gradual but steady growth, the strong hold they secured in the affections and confidence of the community, and their beneficent influence upon popular education in the State, make the history of these schools of unusual interest, and justify the considerable space accorded them in this monograph.

It was truly a novel thing, hard to be credited by people at a distance, that in an extreme Southern city, away back in the "fifties," there was a public school system in successful operation, in whose schools pupils were as thoroughly instructed, the methods as advanced, intelligent, and practical, and discipline was as effective, as in the justly famed schools of New England. But so it was. The best features of the successful Northern systems were transplanted to the city of the Gulf, took good root, and by careful nursing and training have brought forth good fruit, after their kind, in plentiful measure. Boys prepared in the Mobile public schools have been able to enter the Junior class in the University of Alabama, and graduates from the girls' department take rank in scholarship with the graduates of female colleges, and make efficient and intelligent teachers.

As the grant by Congress of the sixteenth section, in every township of the public lands, in aid of public schools forms the basis of the public school systems in the South and West, it was deemed pertinent to the subject to give a brief history of that important grant. The general public school system in Alabama was inaugurated in 1855, but not much was accomplished before the troubles preceding the Civil War, and the call to arms silenced all efforts in that direction. The perils of war and the equal if not greater perils of reconstruction, the impoverished condition of the treasury of the State, the indifference and supineness, born of poverty and hopelessness, of the people, were all powerful antagonists to public education, and made the task of rehabilitation difficult and wearisome. But reorganization was finally accomplished, when a new and deeper interest in popular education was awakened among the people. The resources of the State were soon augmented, and now cities, towns, and villages are vying with each other in efforts to establish and foster public schools in their several localities, while the general system is being improved and, as appropriations become more liberal, gradually extended.

Considerable attention has been given to the establishment of normal schools or classes as parts of the State system. A condensed history of these schools, in connection with the city and town schools and the general system, is given in the accompanying monograph.

At the close of the War, one of whose important results had been the gift of freedom to the millions of the colored race inhabiting the South, early attention was directed to the difficult problem of caring for and educating the negro. Religious associations, philanthropists, and the General Government through the Freedman's Bureau, sought to aid in

the work, and schools for the instruction of children of the enfranchised race were established throughout the South. The school authorities in Alabama took early action in the matter, the board of school commissioners of Mobile County leading the way.

The negro was ere long allowed his full share of the appropriations for public school purposes, and separate schools for this race have been established and are maintained at the public charge in all portions of the State. The facilities provided by law for educating colored children in Alabama are now fully equal to the facilities given children of the white race.

Many persons will be surprised at the progress made in this direction in Alabama, and at the number of colored children who are availing themselves of the advantages proffered them. Part V, which concludes this monograph, is specially devoted to the history of the education of the colored children of the State, and will be found to contain information of much interest and value.

This monograph is a most interesting résumé of the rise and progress, the difficulties and discouragements which environed the subject, of education in Alabama, and is a very valuable contribution to American educational history.

The author is a gentleman of large attainments, and was for a number of years the chief executive officer of the public schools of the city of Mobile, and is now the president of the board of trustees of the University of Alabama. He has brought to the treatment of the subject his long experience and familiarity with the educational affairs of the State.

It forms one of the Contributions to American Educational History edited by Dr. Herbert B. Adams, and was prepared under authority of the late Secretary of the Interior. I respectfully recommend it for publication.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

PREFATORY NOTE.

In preparing an historical sketch exhibiting the origin, growth, and condition of educational development in Alabama, the writer has thought that a glance, by way of introduction, at the earliest history of the territory comprising the present State of Alabama, indicating the first attempt to introduce schools therein, would be of general interest and value.

This period embraces over a century, commencing with the first European settlement, in 1702, and passing through the Colonial and Territorial eras until December 14, 1819, when Alabama, casting aside the swaddling clothes of Territorial infancy, was permitted to put on the garments of Statehood and assume an equal position in the sisterhood of States.

It is then proposed to give a full record of the University of Alabama, from the date of its inception to the present time, noting the vicissitudes which have marked its career, and to follow this with sketches of the other State institutions—the Agricultural and Mechanical College, the Medical College of Alabama, the Institute for the Education of the Deaf, Dumb, and Blind, and the Alabama Insane Hospital—and of denominational and other schools devoted to the higher and secondary education; concluding with a rapid review of the origin, progress, and present condition of the public schools of Alabama.

In the preparation of this paper the writer has been greatly aided by very copious and exhaustive notes furnished by Prof. W. S. Wyman, LL. D., of the University of Alabama, whose researches were untiring and productive of large results, and whose manuscript has been freely used in preparing these pages, in many instances *totidem verbis*.

Acknowledgment must also be made of indebtedness to Prof. T. C. McCorvey, of the same institution; W. Leroy Brown, LL. D., president of the Agricultural and Mechanical College; Rev. A. S. Andrews, D. D., president of the Southern University; Rev. B. F. Riley, D. D., president of Howard College; Col. Jas. T. Murfee, of the Marion Military Institute; Prof. E. R. Dickson, superintendent of education for the city and county of Mobile; Dr. W. H. Saunders, secretary of the Faculty of the Mobile Medical College; Hon. Solomon Palmer, superintendent of education of the State of Alabama; and several other gentlemen, devoted to educational development, for valuable suggestions and assistance.

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HISTORY OF EDUCATION
IN
ALABAMA.

INTRODUCTION.

THE COLONIAL ERA.
THE TERRITORIAL ERA.

CHAPTER I.

The Colonial Era.

The first settlement of Europeans in the territory now comprised within the limits of the State of Alabama was made, as is well known, in 1702 by the French, under the command of Le Moyne de Bienville, who built the fort *St. Louis de la Mobile*, at or near the spot now known as Twenty-One-Mile Bluff, on Mobile River.¹ This site was found to be untenable on account of inundations in time of high water.

Eight years later (1710) the fort and settlement were removed to the site of the present city of Mobile.² With the exception of an insignificant settlement on Dauphin Island and a few plantations on Mobile Bay and Mobile and Tensas Rivers, the French did not, within the limits of the region that we now call Alabama, extend the area of civilization beyond this point.

The rest of the region was, and continued to be for a hundred years, a wilderness occupied mainly by the Creek Indians on the waters of the Alabama, Coosa, and Tallapoosa Rivers, by the Choctaws and Chickasaws on the south and west, and the Cherokees on the north-eastern quarter.

During the long period in which the French held the district of Mobile few, if any, efforts were made for the education of youth. The inhabitants were few in number, and, for the most part, idle and dissolute.

There was, doubtless, a primary school for the training of children under the supervision of the curé of the parish.

One of the last official acts of Bienville, as governor of the Province of Louisiana (26th of March, 1742), was an application to the French Government for a college.³

“It is long since the inhabitants of Louisiana,” he writes, “made representations on the necessity of their having a college for the education of their children. Convinced of the advantages of such an establishment, they invited the Jesuits to undertake its creation and management. But the reverend fathers refused, on the ground that they had no lodgings suited for the purpose, and had not the necessary materials to

¹ Journal du Sieur d'Iberville, in Margry's *Découvertes des Français*, Vol. IV, p. 506.

² Penicant's Journal, in French's *Historical Collections of Louisiana and Florida*, 1st series, p. 105.

³ Gayarré's *Louisiana*, Vol. I, pp. 521, 522.

support such an institution. Yet it is essential that there be one, at least for the study of the classics, of geometry, geography," etc.

His application was refused on the ground that "the colony was *too unimportant* for such an establishment."¹

At this time the white inhabitants of Mobile numbered only about three hundred, of whom one hundred and fifty were men and the rest women and children.

Neither in the twenty years from 1763 to 1783, when the province of West Florida was in the hands of the British Government, nor during the Spanish occupancy of the same territory, which included the district of Mobile, from 1783 to 1800, have we records to show that any steps were taken for the encouragement of learning among the inhabitants.

CHAPTER II.

The Territorial Era.

With the dawn of the nineteenth century a new era set in. Already during the Revolutionary War, when the province of West Florida was under British control, there had been a notable increase in the population of the Tensas and Tombigbee settlements.

These immigrants consisted in part of English settlers, and in part of refugees from the States of Georgia and South Carolina, adherents to the royal cause, who sought in this secluded region a resting place from the turmoil and disasters of war. The population increased also after the territory west of the Chattahoochee had passed into the hands of the United States. There was, besides, a considerable population north of the Tennessee River, composed of immigrants from North Carolina and Tennessee.

Washington County, in the Mississippi Territory, was established in 1800 by the proclamation of Winthrop Sargent, Territorial governor. It embraced all the region north of the parallel of thirty-one degrees between the Chattahoochee on the east and Pearl River on the west. The white population numbered 756.²

In 1808 Madison County was established, embracing all the territory north of the Tennessee River and south of the Tennessee boundary, with a white population of about three thousand. In 1810 the three counties of Washington, Baldwin, and Madison, embracing all the settled region within the present limits of Alabama, contained 3,481 white inhabitants.³

The first American school taught in Alabama was established by John Pierce, a native of New England, at the Boat-Yard on Tensas

¹ Gayarré's Louisiana, Vol. II, p. 28.

² Toulmin's Digest of the Laws of Alabama, p. 79.

³ *Ibid.*, p. 80.

River. "There," says Mr. Pickett, the historian of Alabama, "the high-blood descendants of Lachlan McGillivray, the Taitts, Weatherfords, and Durants, the aristocratic Linders, the wealthy Mims, and the children of many others first learned to read."¹

In 1811 the first academy was incorporated by act of the Territorial Legislature. This was Washington Academy, at Saint Stephens, in Washington County, on the Tombigbee River.²

In 1812 Green Academy, at Huntsville, Madison County, was incorporated.³ In 1814 one thousand dollars were appropriated from the treasury of the Mississippi Territory for the benefit of these two schools.⁴

The Green Academy lived and flourished for fifty years. The buildings were burned by United States troops during the late War, and the school has since been merged in the public school system of the city of Huntsville.

At the close of the Creek War of 1813-14 a treaty was concluded with the Creeks which extinguished the Indian title to a large part of the country now embraced within the limits of Alabama.

By an act of Congress approved March 3, 1817, the eastern part of the Mississippi Territory was made a separate Territory, and called Alabama. The capitol was erected at Saint Stephens until the Legislature should otherwise direct.

In February, 1818, another academy was incorporated, and established at Saint Stephens, under the name of the Saint Stephens Academy.⁵

With the decadence of the town of Saint Stephens, the academies there established disappeared. Naught remains of this ancient town but piles of brick and rubbish, covered with the up-springing growth of a new forest.⁶

In 1818 an act of Congress was passed ordering a survey of all the lands in the Alabama Territory to which the Indian title had been extinguished, and providing that the sixteenth section in each township should be set apart for the use of schools for the benefit of the inhabitants of the townships, and providing further that there should be reserved from sale in the Alabama Territory "an entire township, which shall be located by the Secretary of the Treasury, for the support of a seminary of learning within the said Territory."⁷

By the enabling act for the admission of Alabama as a State into the Union, approved March 2, 1819, it was provided that on certain conditions "the section numbered sixteen in every township, and when such

¹ Pickett's History of Alabama, Vol. II, p. 190.

² Toulmin, p. 540.

³ *Ibid.*, p. 541.

⁴ *Ibid.*, p. 542.

⁵ *Ibid.*, p. 543.

⁶ The present town of Saint Stephens is about three miles distant from the river and from old Saint Stephens. It is a village of about one hundred inhabitants, and is the county seat of Washington County.

⁷ Public Land Laws, Vol. I, p. 305.

section has been sold, granted, or disposed of, other lands equivalent thereto, and most contiguous to the same, shall be granted to the inhabitants of such townships for the use of schools," and that "thirty-six sections, or one entire township, to be designated by the Secretary of the Treasury, under the direction of the President of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the Legislature of the said State, to be appropriated solely to the use of such seminary by the said Legislature. And the Secretary of the Treasury, under the direction as aforesaid, may reserve the seventy-two sections or two townships, hereby set apart for the support of a seminary of learning, in small tracts."¹

The State of Alabama, with these splendid gifts as the foundation of her system of public education, was formally admitted to the Union by a joint resolution of Congress, December 14, 1819.

¹ Public Land Laws, Vol. I, p. 309.

PART I.

STATE INSTITUTIONS.

THE UNIVERSITY OF ALABAMA.
THE AGRICULTURAL AND MECHANICAL COLLEGE.
THE MEDICAL COLLEGE OF ALABAMA.
THE INSTITUTE FOR THE DEAF, DUMB, AND BLIND.
THE ALABAMA INSANE HOSPITAL.

THE UNIVERSITY OF ALABAMA.

FIRST PERIOD: A. D. 1819—1837.

CHAPTER I.

Charter of the University—Legislative Action—The Land Fund.

The convention which met at Huntsville on the 5th of July, 1819, for the formation of a Constitution, adopted the following articles as part of the fundamental law for the government of the new State.

“Schools, and the means of education, shall forever be encouraged in this State; and the General Assembly shall take measures to preserve, from unnecessary waste or damage, such lands as are or hereafter may be granted by the United States for the use of schools within each township in this State, and apply the funds which may be raised from such lands in strict conformity to the object of such grant. The General Assembly shall take like measures for the improvement of such lands as have been or may be hereafter granted by the United States to this State for the support of a seminary of learning, and the moneys which may be raised from such lands by rent, lease, or sale, or from any other quarter, for the purpose aforesaid, shall be and remain a fund for the exclusive support of a State University, for the promotion of the arts, literature, and the sciences; and it shall be the duty of the General Assembly, as early as may be, to provide effectual means for the improvement and permanent security of the funds and endowments of such institution.”

The first General Assembly of the State convened at Huntsville, in October, 1819. The Governor, William W. Bibb, brought to the attention of the Legislature the liberal donation by Congress of lands for the endowment of a seminary of learning and for the support of schools.¹

An act was passed December 17, 1819, authorizing the Governor to appoint three commissioners in every county in which there were lands set apart for the seminary of learning, to lease the same in convenient tracts until the 1st day of January, 1821.²

¹Pickett, Vol. II, p. 435.

²Toulmin, p. 544.

At the second session of the General Assembly (December 18, 1820) an act was passed establishing a seminary of learning "to be denominated the University of Alabama," and providing for the appointment by the Governor of three commissioners in every county in which the University lands lay, to lease the lands for the term of one year.¹

At the third session of the General Assembly, on the 18th day of December, 1821, an act was passed providing that "His Excellency the Governor, *ex officio*, together with twelve trustees, two from each judicial circuit, to be elected by joint ballot of both houses of the General Assembly, to continue in office for the term of three years," should constitute a body politic and corporate in deed and in law, by the name of the "Trustees of the University of Alabama," and that the Governor should be *ex officio* president of the board.

It was made the duty of the trustees "to examine and report to the Legislature, at the next session, such place or places, having a due regard to health and the fertility of the surrounding country, as shall appear to them most suitable for the location of the University, and the Legislature shall proceed by joint ballot of both houses to make a choice for the site of the University."

By this act incorporating the University, all the lands received by the State as a donation from Congress for a seminary of learning *were vested in the trustees*, who were authorized to dispose of the lands in such manner as should be best calculated to promote the object of the grant. The lands were to be sold at a minimum price of seventeen dollars per acre, one-fourth of the purchase money to be paid in cash and the remainder to be divided into four equal annual instalments.

The trustees were authorized to hold their first meeting at the town of Tuscaloosa on the first Monday in April, 1822, and make appointment of bonded agents to sell the lands, and to receive the money arising from the sale, and to dispose of the same as the trustees might order and direct according to law. The twentieth section of this act provided that the proceeds arising from the sale of the University lands should be paid over to the trustees, and by them be invested in such funds as they might direct. By the same section it was made the duty of the trustees "to report annually to the Legislature the financial situation of the institution."²

At the fourth session of the General Assembly an act was passed (December 24, 1822) providing that the lands should be sold at auction at a price not less than seventeen dollars per acre, one-fourth of the purchase money to be paid in cash, one-eighth of the residue in one year, one-eighth in two years, and the remainder to be paid at the end of eight years.

By the eleventh section of this act it was provided "that at the expiration of the term of credit, or within three years thereafter, the purchaser, his heirs, or assignee, shall have the right, upon the payment of all interest then due upon said purchase, and upon surrendering the cer-

¹ Toulmin, p. 547.

² *Ibid.*, p. 552.

tificate of purchase, to convert said purchase into a lease for ninety-nine years, renewable forever upon condition that the lessee, his heirs, executors, administrators, or assigns shall pay to the said trustees interest at six per cent. per annum upon the amount of the original purchase money due at the time of converting such sale into a lease."¹

The sum of fifty thousand dollars was appropriated from the first payments of the lands sold for the erection of necessary buildings, and the interest arising from the last payments was to be invested, as it was received, in United States securities, to be applied exclusively to a sinking fund, until the amount so invested should be equal to the sum expended for buildings. The remainder of the sum arising from the sale of the lands was to be invested by the trustees in United States stocks, or in stock of the State of Alabama, or in the stock of a State bank, if one should be established.

The lands of the University had been judiciously selected, and consisted, in large part, of the most fertile lands of the State. Large bodies of them lay in the rich valley of the Tennessee River, in the counties of Franklin and Lawrence. The remainder lay in the counties of Tuscaloosa, Jefferson, Greene, Perry, Bibb, Shelby, Monroe, Choctaw, Clarke, Montgomery, and Autauga.

After the Indian title to the greater part of the public land within the State had been extinguished, and the lands had been surveyed and offered for sale, the tide of population began to pour in.

The invention of the cotton-gin by Whitney, in 1793, had made the cultivation of cotton exceedingly profitable. Prior to Whitney's invention the task of one negro woman in separating by hand the lint from the seed was one pound of lint cotton per day.

The total export of cotton from the United States in 1795 was only 3,250,000 pounds. The export of cotton from the port of Mobile alone in 1817-18 was seven thousand bales. In the year 1820 the population of Alabama had increased to 127,901, of whom 86,022 were white and 41,879 colored. The exports of cotton from Mobile were, in the season of 1820-21, more than twenty-five thousand bales.² The rich lands of the State were eagerly sought for, and high prices were willingly paid. By the year 1827 the population of the State had nearly doubled itself, comprising a total of 240,554, and the exports of cotton from Mobile had increased to eighty-nine thousand bales.

¹ This action of the Legislature, taken before any of the University lands were sold, wrought in the end sad disaster to the interests of the institution. Many purchasers of tracts of valuable lands converted their purchases into leases. The annual collection of the interest was in the most part neglected by the agents of the University.

Finally, in the year 1869, the ledger of leased lands, which was deposited for safe-keeping in the archives of the University in the president's office, was mutilated by a student of the University, acting as quartermaster, by tearing out all the leaves upon which the leases were recorded. It is now impossible to find out what lands originally belonging to the University are held by lease.

² La Tourette's Statistics from the State Census, 1838.

CHAPTER II.

Organization of the Board of Trustees—The "Land Fund" Made Part of the Capital of a State Bank—Further Legislation about the University Lands.

The first meeting of the board of trustees was held at the town of Tuscaloosa on the 6th of April, 1822. The following members were present: His Excellency the Governor Israel Pickens, *ex-officio* President, George W. Owen, Henry Hitchcock, George Phillips, Jack Shackelford, Hume R. Field, Nicholas Davis, John McKinley, Thomas Fearn, Henry Minor, Clement C. Billingslea, and Robert W. Carter. At this meeting an ordinance was passed for the appointment of agents in different parts of the State to sell the University lands, under the superintendence of three trustees for each district.

A considerable quantity of the lands was sold in 1823;¹ one-fourth of the purchase money was paid or to be paid in cash, and the remainder in instalments, according to the terms of the act of 1822.

By an act of the General Assembly, approved December 20, 1823, a bank for the benefit of the State of Alabama was established, to be called the "Bank of the State of Alabama," the second section of which provided that "the moneys arising, or which may have arisen from the sale or rent of the lands given to this State by the Congress of the United States for the support of a seminary of learning, shall form a part of the capital of said bank." The Governor of the State and the president and directors of the bank were required, "for and in behalf of the State and with a pledge of the public faith and credit, to issue to the trustees of the University of Alabama State stock or certificates of debt bearing an interest of six per cent. per annum" for such amount of the University funds as might be paid over to the bank from time to time, provided that the amount of the University fund so invested should not exceed one hundred thousand dollars.²

¹ Many fertile tracts brought high prices, some selling for fifty dollars to sixty dollars per acre.

² By the act of December 31, 1823, the office of treasurer of the University was abolished, and it was made the duty of the treasurer of the State to receive and safely keep all the moneys that might be paid over to him by the board of trustees of the University. This arrangement was maintained until the accounts between the University and the State were adjusted in 1848.

This transaction seems to me to have been of the nature of a forced loan. The University was not made a stockholder in the bank, to share in the profits, if profits there should be (and the bank did reap large profits for some ten years or more), but the State borrowed the money from the University and invested it in her bank, issuing therefor to the trustees State stock bearing an interest of six per cent. per annum.—W. S. W.

By the act of January 13, 1827, the provision of the charter of the State bank limiting to one hundred thousand dollars the amount of University money to be paid to the bank and invested in State stock was repealed, and the president of the board of trustees of the University was "required to invest in the stock of the State, upon the same terms as the stock has heretofore been invested," what money was then in the State treasury arising from rents, interest, and sale of University lands.¹

And by a similar act, approved January 15, 1828, the president of the board of trustees was "required to invest the amount of capital belonging to the University, then in the treasury or which may be received during the present year," in the stock of the State upon the same terms as the stock had been previously invested.²

The act of December 30, 1823, requires that "after the lands belonging to the University of Alabama shall be again offered at public sale the president and board of trustees of the University may permit any person or persons to enter said lands at the minimum price of seventeen dollars per acre; and the board of trustees shall have power to appoint any number of agents that they may deem necessary for conducting the public sales, and the entries at private sale."³

In 1826 (January 13th) an act was passed ordering the University lands to be divided into three classes, according to quality, and the classification was to be made by three capable and discreet persons for each judicial circuit, to be chosen by joint vote of both houses of the General Assembly. Lands of the *first class* were to be held at a minimum price of seventeen dollars per acre; lands of the *second class*, at a minimum price of twelve dollars per acre; and lands of the *third class*, at a minimum price of eight dollars per acre.

Section third of this act provides that the lands thus classified should "be advertised by the president of the board of trustees to be sold at public auction in such quantities and at such places and at such times within the present year (1826) as he may deem most conducive to the interest of the institution, and all lands not disposed of at such public sale shall hereafter be subject to entry at the minimum rates established by such classification."⁴

The act of January 9, 1826, reserves from sale or entry all the unsold lands lying in the county of Tuscaloosa. The act of January 12, 1827, requires the president of the board of trustees of the University of Alabama to appoint the commissioners to classify the University lands.⁵

By the act of December 25, 1824, "in all cases where lands (sold to purchasers) may have been forfeited by reason of the failure of the pur-

¹ That is to say, loaned it to the bank. Acts of Alabama for 1826, p. 115.

² Acts of Alabama for 1827, p. 158.

³ Aiken's Digest, p. 104.

⁴ Acts of 1825, p. 3.

⁵ Thus repealing that clause of the act of January 13, 1826, which requires that the commissioners be elected by joint vote, etc.

chaser to pay the principal or the interest due thereon the trustees of the University shall be authorized, at any time after the said forfeiture, and before the said lands shall be sold again by them, to waive the benefit of said forfeiture on the payment of the amount of principal and interest then due for the said land."

CHAPTER III.

A Site for the University Selected—Buildings Erected and a President and Faculty Chosen—Inauguration of First President—The First "Commencement."

On the 29th day of December, 1827, the General Assembly proceeded, by a joint ballot of both houses, to select a site for the University. The town of Tuscaloosa, situated at the head of navigation on the Black Warrior, was chosen as the seat of the University. By the joint resolution providing for the location of the University permission was granted to the trustees to erect the necessary buildings at any place within fifteen miles of the site selected.

At the session of the General Assembly held at Tuscaloosa in 1827-28 the following joint resolution was adopted January 12, 1828:

"The office of the present trustees of the University who are now in office shall expire from and after the passage of this resolution, and the trustees to be elected at the present session of the Legislature shall continue in office for the term of three years and no longer, and all trustees hereafter elected shall continue in office for the like period."

On the 22d of March, 1828, the trustees met and selected as a site whereon to erect the buildings of the University a level plateau near the place known in those days as Marr's Spring, on the Huntsville road, about one mile and a quarter east of the court-house in Tuscaloosa.

The site selected was a part of the land originally granted by Congress for the institution.¹ The erection of buildings was begun soon afterward.

In 1830 the Rev. Philip Lindsley, D. D., a distinguished Presbyterian divine, president of the University of Nashville, Tenn., was elected president. He declined the office, and the Rev. Alva Woods, D. D., an eminent Baptist clergyman, who was then president of the Transylvania University, at Lexington, Ky., was elected.² Dr. Woods accepted, and on Tuesday, April 12, 1831, he was publicly inaugurated.

INAUGURATION OF DR. WOODS.

The services were held in the Episcopal church of Tuscaloosa in the presence of a large audience composed of the trustees and professors of

¹ American Annual Register for 1829, pp. 146-7.

² MS. records of the board of trustees in the archives of the University.

the college, members of the State Legislature, members of Congress, the municipal authorities, the clergy, medical faculty, members of the bar, and others.¹ On this occasion the following members of the board of trustees were present: His Excellency the Governor, Samuel B. Moore, *ex-officio* president; John B. Hogan, Samuel W. Mardis, George Phillips, Richard B. Walthall, George Starr, Ptolemy T. Harris, David Hubbard, William Richardson, Jesse W. Garth, William Acklin, William Hemphill, John Gindrat, Quin Morton, and John C. Kirkpatrick.

The following account of the inauguration of Dr. Woods is taken from the *Spirit of the Age*, a newspaper published in Tuscaloosa, under the date of April 16, 1831:

"It was an interesting day to the people of Tuscaloosa and other citizens of the State who were present. After singing and music from the organ and by the choir, and an appropriate prayer by the Rev. A. A. Muller, rector of the church, the president-elect of the University was addressed by Hon. Samuel B. Moore, Governor of the State and president of the board of trustees. The address was neat, brief, sensible, and to the purpose. He concluded by delivering to Dr. Woods the keys of the University, thereby investing him with the office and all its rights and privileges.

"President Woods then delivered his inaugural address. The leading subject of the discourse was the importance of learning and knowledge to the safety, liberty, prosperity, and moral and religious improvement of man."

In the progress of the discourse the speaker addressed the board of trustees in particular, and among other things reminded them of the importance of husbanding the resources of the institution, and regarding them as sacred to the cause of learning and the diffusion of knowledge.

OPENING OF THE UNIVERSITY TO STUDENTS.

The University was opened for the admission of students April 17, 1831,² with the following faculty: Rev. Alva Woods, D. D., president and professor of mental and moral philosophy; Gurdon Saltonstall, M. A., professor of mathematics and natural philosophy; John F. Wallis, M. A., professor of chemistry and natural history; Henry Tutwiler, M. A., professor of ancient languages; Calvin Jones, B. A., tutor.

Fifty-two students were matriculated the first day, and the number of students during the first collegiate year was ninety-four. Of those who entered the University at the beginning, many afterward became

¹ Literature and Theology. Addresses of Dr. A. Woods. Providence, 1868.

² This is the date given in the original MS register of students' names still preserved in the archives of the University, and such has been the college tradition. This date was inscribed in large gilt letters on the architrave over the rostrum in the old rotunda, or public hall, that was burned in 1865. But the date is clearly a mistake. The 17th of April, 1831, fell on Sunday; the opening was probably on Monday, the 18th.—W. S. W.

distinguished citizens of Alabama and other States. The following names will be easily recognized by all who are familiar with the subsequent history of the State: Marion Banks, William W. King, Robert B. McMullen, Alexander B. Meek, Burwell Boykin, William A. Cochran, James D. Webb, William B. Inge, Samuel W. Inge, William R. Smith, George D. Shortridge, Thomas A. Walker, Jere. Clements, John B. Read, Walter H. Crenshaw, G. F. Manning, John A. Nooe.

Of all the students who entered the University during the first year, there are, it is believed, but three survivors at this date, May, 1889: Hon. William R. Smith, of Washington City, and Dr. William A. Cochran and Dr. John B. Read, of Tuscaloosa, Ala.

UNIVERSITY BUILDINGS.

When the University was opened the following buildings were completed and ready for occupancy:

Near the centre of the grounds was the Rotunda, a circular edifice of three stories, seventy feet in diameter and seventy feet in height, surmounted by a dome, and surrounded by a lofty peristyle of the Ionic order of architecture. The principal story was used for chapel service and academic celebrations. This apartment was long celebrated as being the finest auditorium in the State. In the second story was the circular gallery of the auditorium, supported by carved columns of the Corinthian order. The third story contained the library and the collection in natural history.

Washington College, on the west side of the campus, was a dormitory of three stories, sixty feet long and thirty feet wide, divided into two halls with twelve commodious apartments for study. Each study had two sleeping-rooms attached.

Jefferson College, an exact counterpart of Washington College, was situated on the east side of the campus, immediately opposite to Washington College.

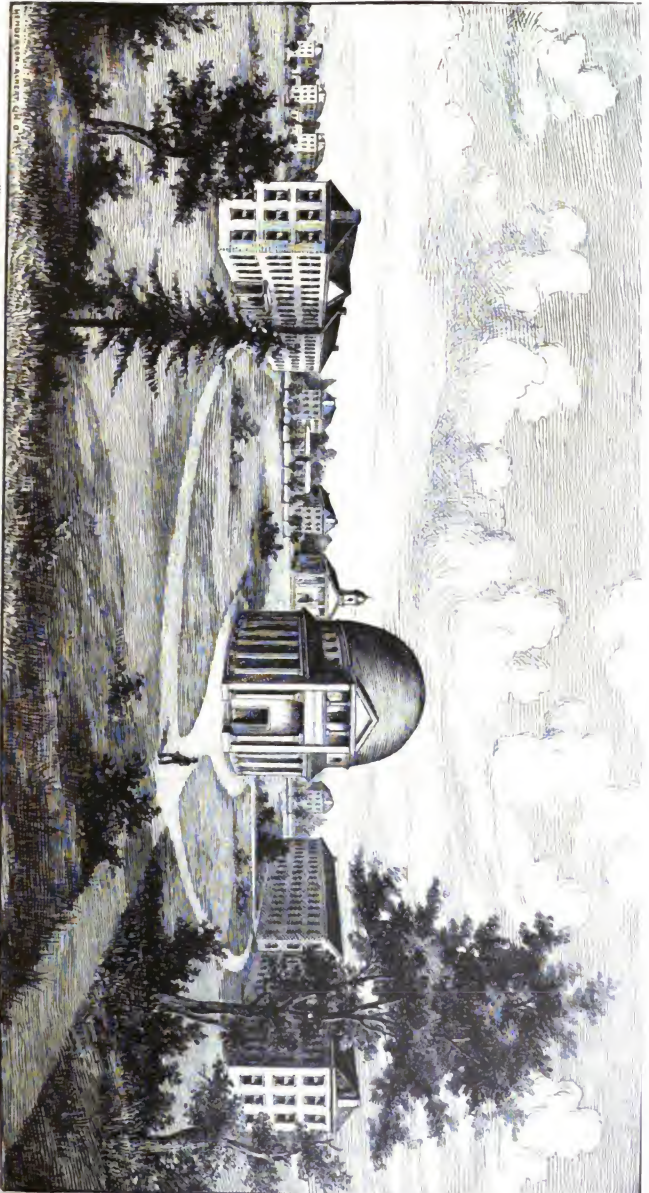
The Lyceum was an edifice of two stories, sixty feet in length by forty feet in width, with a porch of the Ionic order extending along the whole front. This building contained the chemical laboratory, the cabinets of geology and mineralogy, and the lecture-rooms of the professors.

On the north side of the campus there were four residences for professors, three stories in height, and containing each seven rooms.

The Hotel, or Steward's Hall, was intended as a refectory or commons hall for students.

Of these buildings the only one which remains at the present time (1889) is the one then called the Hotel. This is now the residence of Mrs. Amelia Gorgas, the librarian of the University.

Two of the professors' houses were destroyed by an accidental fire in April, 1848. The other buildings were all burned by a brigade of United States cavalry in April, 1865.



UNIVERSITY OF ALABAMA BEFORE THE WAR.

WASHINGTON QUADRANGLE.

ROTUND.

JEFFERSON COLLEGE.

PROFESSOR OF ENGLISH LITERATURE.

In 1831, a few months after the work of instruction had begun, a professorship of English literature was established, and the Rev. Henry W. Hilliard was elected professor of this chair.

Professor Hilliard resigned in 1834, and began the practice of law in Montgomery, Ala. He was from 1842 to 1844 chargé d'affaires of the United States in Belgium, a member of Congress from 1845 to 1851, and United States minister to Brazil from 1877 to 1881. He lives now in Augusta, Ga., the only survivor of the first Faculty of the University.

The first "commencement" of the University was held on Monday, August 9, 1832, at which time one student was graduated, John Augustine Nooe, afterward a distinguished lawyer of Memphis, Tenn.

In 1832 a professorship of modern languages was created, and Mr. Sauveur F. Bonfils was chosen professor.

In 1833 Professor Saltonstall resigned his professorship, and William W. Hudson was elected in his place.

In 1833 another college dormitory was completed, and named Franklin College. This was a three-story building on the west side of the campus, ninety feet long and thirty feet wide, divided into three halls with eighteen rooms for study, with sleeping apartments attached.

In 1834 Professor Wallis resigned the professorship of chemistry and natural history, and Richard T. Brumby was elected to this chair.

CHAPTER IV.

Financial Condition of the University—Bad Book-keeping—Legislative Investigations.

At the session of the Legislature which was held in 1833-34 a joint committee was appointed by the two houses of the General Assembly "to inquire into the expenditures made by the board of trustees of the University in building and other improvements, to inquire on what authority the board of trustees had borrowed from the Bank of the State of Alabama sixty thousand dollars, or any other amount, and expended the same, and also to inquire into the cause of large sums of money paid to said board or their treasurer remaining to the credit of the persons who had collected and paid in the same without being applied to the credit of the different persons of whom the several sums were collected, and to make any other and further inquiries they may think proper."

REPORT OF THE COMMITTEE.

Here follow some extracts from the report of this committee:

"They have, so far as the limited time allowed them would permit, examined the books, papers, and documents relating to the affairs of the University from the time of its establishment to the present date.

“Your committee have discovered with deep regret that the books and accounts relating to the affairs of the University have been kept in such a manner as to place the affairs of that interesting and important institution in a most perplexed and confused condition.

“No system or method has been observed in keeping the accounts of the University, nor can your committee discover, from any books or papers submitted to their inspection, any means by which to list or ascertain with a reasonable degree of certainty the true situation of the accounts of the various persons who have incurred responsibilities to the institution. They find on file various reports made by the agent¹ of the trustees, containing accounts of the sales of University lands made by him, showing to whom sold, for what amount, etc., but in some instances these reports have not been recorded, nor have accounts been regularly opened with all the purchasers of University lands, so as to show whether the purchase money has been paid or not. Bonds for debts due the University have, as appears by some of the documents examined by your committee, been placed out for collection without any evidence being retained showing the liability of the person who received them.

“A report made by a committee of the board of trustees during the last summer and prepared with great labor shows the fact that \$25,309.33 of University money stands upon the books of the University to the credit of certain persons who had collected and paid over the same, without showing of whom or from what particular source this sum was derived.

“If the books and accounts of the institution are in such condition as to render it impossible to ascertain from whom and on what particular account this amount was received, it would be difficult to ascertain from them whether all persons who have transacted business with and for the institution have accounted faithfully or not.

“Your committee beg leave to submit herewith a copy of the report of a committee of the trustees, showing the situation of the accounts and books relating to the business of the University.

“The interest of the institution and the correct management of the liberal fund derived from the lands granted to this State for its endowment require that something should be done to rescue from confusion and uncertainty, as far as practicable, the accounts and books of the University. To this end your committee would recommend the passage of a joint resolution appointing the comptroller, with authority to associate with him some skilful accountant and book-keeper, to examine and investigate all the accounts and reports of the sales of University lands, to ascertain to whom each particular tract was sold, for what price, the amount received thereon, including principal and

¹ At a meeting of the board of trustees held in the winter of 1828-29 a resolution was adopted January 2d discontinuing all the agents of the board except the agent at Tuscaloosa.

interest, etc., and to examine into all the disbursements made by the board of trustees, on what account, etc., and to bring up a regular set of books showing the full and correct situation of accounts of all persons who have had dealings in the institution or any of its agents, and to cause said books to be delivered to the trustees at their next meeting.”¹

REPORT OF COMMITTEE OF TRUSTEES.

From a printed report of a committee of the board, submitted to that body in January, 1834, the following extracts are made:

“The committee appointed for the purpose of making out a list of all the lands that have been sold, belonging to the University, and the prices at which they sold, the number of acres sold, the number of acres unsold, and where they are situated, and the debts due the University, etc., submit the following sheets as the result of their investigations.

“So far from being aided in their inquiries by any well-chosen system for keeping the University accounts, they have seen with astonishment that the vast concerns of the institution, involving transactions of upwards of a million of dollars, have been suffered by the accumulation of undigested reports and other papers to commence and continue in the most perplexing confusion.

“The whole amount of lands granted to the University was 46,079.69 acres, out of which 42,540.21 acres have been reported as sold for the aggregate sum of \$377,680.52, being at an average of \$8.878 per acre, consequently leaving unsold 3,539.46 acres.

“If it be supposed by any one that this report is harsh, let him go to the books and papers, and a twelvemonth may be safely allowed him before he can, without the aid of these documents,² lay his hand on a tract of land and say whether it is sold or unsold, or if sold whether it is paid for or not, or if not entirely paid for, what amount of principal and interest are due thereon. These in a concern of such magnitude should all appear at a single glance, and yet it is doubtful whether any one of the circumstances could be made to appear without the aid of other facts than those which the present books and papers disclose. Let any man imagine for a moment that the whole affair is his, and that is the light in which every trustee at least should regard it, what would be his indignation and alarm at such irregularity and uncertainty!

“The committee have not been able, from any thing in the possession of the board, to report with tolerable certainty the amount of interest bonds yet unpaid, or the amount of interest due thereon.

“This also arises from the entire absence of all system in keeping the accounts. There is no bond book, or list of bonds by which it could be ascertained when the bonds were made, the names of the obligors, when due, the amount, etc.

¹ See printed Report of Committee, Tuscaloosa, 1834.

² Certain schedules prepared and submitted by the committee.

“But everything is apparently left to abide the direction which chance shall give it, or be overwhelmed in the great mass of confusion of which each particular forms a component part.

“That which was emphatically every member’s business seems to have been the business of no member.”¹

A fitting conclusion to this chapter of mismanagement and financial confusion will be found in the annexed statement of the disbursements of University funds, from the date of the incorporation of the institution to June 9, 1834, and the sums invested in the six per cent. stock of the State Bank of Alabama, as shown by the official report of the comptroller of the State.

THE COMPTROLLER’S STATEMENT OF DISBURSEMENTS.

Expenditures incurred previous to 1st of January, 1834.....	\$4,488.30
Erecting University buildings and improving grounds	105,920.87
Compensation of professors, tutors, and other officers.....	32,055.68
Purchase of library, apparatus, etc.....	13,102.04
Compensation of trustees	6,412.73
architect	2,851.25
secretary of the board, etc.....	2,785.00
treasurer and comptroller	1,300.00
other agents for various purposes	2,686.34
Purchase of fuel and hire of servants	2,555.65
land near the University	1,250.00
a servant.....	412.00
stationery and furniture	125.50
Payment for printing done at various times	945.74
recording patents and for court costs	114.05
surveying done by order of the board	100.00
rent of room for the use of board.....	35.00
unspecified objects	916.22
Refunding overpayments.....	128.63
Total amount of expenditures.....	178,185.00
Amount invested in State stock and transferred to the bank.....	215,977.36
Total amount of disbursements from the University funds.....	394,162.36
(Signed)	GEO. W. CRABB, ²

Comptroller of Public Accounts.

Comptroller’s Office, January 9, 1834.

¹ Printed Report of the Committee, January 8, 1834.

² The state of confusion into which the financial affairs of the University had fallen seems to have had its origin in various causes:

1st. The appointment of many agents in different parts of the State for the sale of the lands under the control of the trustees of the several districts.

2d. The want of a principal office and agent to keep a complete set of books and accounts.

3d. The frequent changes in the personnel of the board. The members of the board were elected for a term of three years only.

At the time this report was made, there was only one member left of the first board chosen in 1821. From 1821 to 1833 the board had had in all forty-three different members at different periods, although the greatest number of members at any one time was only fourteen—two from each of the seven judicial circuits in the State.—W. S. W.

CHAPTER V.

The University under President Woods—Insubordination and Disorder among the Students—Resignation of the Faculty—Number of Students and Graduates.

The seven years of Dr. Woods's presidency of the University were characterized by many acts of lawlessness and insubordination on the part of the students. These disturbances of college order seem not to have been due to any neglect of duty by the Faculty, nor to any want of executive ability on the part of the president. The students were largely influenced in their conduct and manners by the environment. The civilization of the State was at the time the civilization of a frontier people. The State had not yet been redeemed from the wilderness. A large part of the eastern and north-eastern region was still in possession of the Creek and Cherokee tribes of Indians. A large part of the white people had not yet learned to submit patiently to the wholesome restraints of the law. It is not strange that the sons of the pioneers were restless under the wise restriction of college government.

The disorders in the University culminated in 1837 in a formidable rebellion against college authority. A large body of the students, including the whole Senior class, were suspended or dismissed. Many were restored before the end of the year on promise of future good conduct, but there were no graduates that year.

Dr. Woods and all the members of the Faculty except Professor Brumby sent in their resignations, to take effect at the end of the year. On December 6, 1837, Dr. Woods delivered his valedictory address to the trustees, and the college body, and a large audience assembled in the Rotunda.

NUMBER OF STUDENTS, ETC., UNDER DR. WOODS.

Year.	Number of alumni.	Number of students.	Volumes in library.
1831	0	94	2,000
1832	1	111	3,000
1833	9	98	3,000
1834	20	101	3,000
1835	28	105	3,000
1836	40	158	3,000
1837	40	101	3,000

Average yearly number of students during the seven years of Dr. Woods, 109½.

CHAPTER VI.

Financial Condition of the University at the Close of Dr. Woods's Administration, December, 1837—Relief Laws Adopted—Report of Judge Porter.

On the 17th of January, 1834, an act was passed by the General Assembly for the relief of the purchasers of the University lands.

By the terms of this act commissioners were appointed to revalue the lands of the University which had previously been sold at seventeen dollars an acre and upward, and which had been forfeited to the University by the failure of the purchasers to meet the notes given by them for their purchases.

The commissioners were required by the second section of this act to value the forfeited lands at a price not less than eight dollars an acre, and were forbidden "to take into consideration any improvements that may have been put on the same" by the former purchasers.

Section fifth provided that whenever the valuation had been made by the commissioners and notice given thereof, "the holders of the certificates of the lands so forfeited and valued as aforesaid shall be entitled to have said land upon their paying to the University of Alabama the price affixed (by the commissioners) to said tracts." In all cases where the holders of certificates (*i. e.*, the original purchasers or their assignees) had paid one-half of the principal on their tracts they were entitled to take a lease on said tracts (for ninety-nine years, renewable forever), as provided by the act of 1822.¹

Another act for the relief of University debtors, entitled "An Act to regulate the collection of University debts," was passed January 7, 1835. The fifth and sixth sections of this act are here quoted:

"5th. When forfeitures have accrued on any lands which have, under any relief laws, been revalued, it shall be the duty of the agent to adjust the same in the mode prescribed by law; and to release and give up any bonds, notes, or judgments outstanding, and which may be satisfied and discharged by new bonds or payments under any such relief law or laws.

"6th. In all cases when judgments have been taken or confessed, in Franklin or any other county, and the parties have taken the benefit of the relief laws and given new bonds or made new payments, as provided for by an act approved January 17, 1834, entitled 'An Act for the relief of purchasers of University lands,' the agent shall dismiss such judgments on the payment of costs."²

Another relief law, passed at the same session of the Legislature,

¹ The act is printed at length in Aiken's Alabama Digest, 1836, pp. 653-4.

² Aiken's Digest, pp. 654-5.

allows the purchasers of any tracts or town lots or their bona fide assignees, whose claims have been forfeited by non-payment, to pay out the balance due on the same, together with all the interest due at that time, on or before the 1st day of June, 1836, and to receive a patent therefor.¹

In 1834 the financial and land matters of the University being in a state of confusion, the Hon. Benjamin F. Porter, an eminent lawyer of Tuscaloosa, was employed by the board of trustees as agent and attorney for the University, to examine all the books and papers of the University, and to prepare a new set of books, setting forth the true condition of the moneyed affairs of the University, so far as the sales of its lands, its rents, and the interest of its sales money were concerned.

Judge Porter devoted two years of incessant and arduous investigation to this labor. The results are contained in five folio volumes, now in the archives of the University. A condensed report of his investigations is here given, as showing the financial status of the University on the 1st day of November, 1836, when his books were submitted to the board of trustees :

FINANCIAL STATEMENT, 1836.

Amount derived from sale of University lands, from first sale in 1823 to date	\$368,740.18
Amount of bonds for interest on deferred payments	54,128.95
Amount of sales of town lots in Tuscaloosa, Montevallo, and Tuscumbia.	13,975.39
Amount of interest on deferred payments for said lots	1,571.64
Amount derived from sale of lands under relief laws authorizing revaluation and resales	51,959.01
Amount of interest on deferred payments on purchases under relief laws.	4,676.04
Total	495,051.21

Amount of moneys collected on account of sales of University lands ...	327,866.24
Probable amount of debts now due as principal and interest on sales, and from all that appears available in the future	22,945.79
Probable amount of loss to the University fund from forfeitures, relief laws, resales, leases, etc	144,239.18
Total	495,051.21

RECAPITULATION.

Amount invested in six per cent. State stock	281,966.33½
Amount in the treasury of the State uninvested	39,708.85
Amount taken to current expenses	6,191.05½
	327,866.24

SUMMARY.

Six per cent. stock	281,966.33½
Amount in treasury uninvested	39,708.85
Available debts, estimated	22,945.79
Lands yet unsold, 562 acres, estimated	200.00
Whole amount of funds from sales of lands and other avails from lands.	344,820.97½

¹ Aiken's Digest, p. 655.

"The above exhibit of the moneyed affairs of the University," says Judge Porter, "so far as the sales of its lands, its rents, and the interest of its sales money are concerned, is condensed from records and books prepared by the present agent.

"Little doubt need be entertained of the several items herein contained. The details of the settlement here presented are too extensive for any ordinary investigation, and the object has been only to give results as much simplified as possible."¹

SECOND PERIOD: A. D. 1837—1855.

CHAPTER VII.

Resignation of Dr. Woods—Election of Dr. Manly—Reorganization of the Faculty—Tribute of the Trustees to the Retiring President—Biographical Sketch of Dr. Woods.

By letter bearing date July 5, 1837, Dr. Woods signified to the board of trustees his intention to retire from the presidency as soon as a successor could be provided. At the same time all the members of the Faculty resigned their several offices, to enable the board to reorganize the University. One of these professors, Richard T. Brumby, was elected a member of the reorganized Faculty.

At the regular meeting of the board in December, 1837, the Faculty was reorganized, and the following officers were elected: Rev. Basil Manly, D. D., president, and professor of mental and moral philosophy; Richard T. Brumby, M. A., professor of chemistry, mineralogy, and geology; Samuel M. Stafford, M. A., professor of ancient languages; Frederick A. P. Barnard, M. A., professor of mathematics and natural philosophy; Rev. Horace S. Pratt, M. A., professor of English literature; Arnoldus V. Brumby, M. A., tutor of mathematics; Jacob Pearson, B. A., tutor of ancient languages.

On commencement day, December 6, 1837, Dr. Alva Woods, the retiring president, delivered his valedictory address, and the president-elect, Rev. Basil Manly, D. D., was publicly installed.

BIOGRAPHICAL SKETCH OF REV. ALVA WOODS, D. D.

Alva Woods was born in Shoreham, Vt., on the 13th of August 1794, being the eldest of a family of six children. His father, the Rev. Abel Woods, was a Baptist clergyman of distinguished piety and usefulness. He was fitted for college at the celebrated Phillips Academy at Andover, Mass., and entered Harvard University in 1813, graduating with honor in 1817.

¹ Porter's Report to the Trustees, December, 1836. Exhibit B.

Among his classmates were George Bancroft, the historian, Caleb Cushing, George B. Emerson, Stephen H. Tyng, and many others who have attained eminence in various professional callings. After a three years' theological course at Andover he was ordained a minister of the Gospel, October 28, 1821.¹

The years 1822 and 1823 were spent abroad. He attended various courses of lectures in London, spent some time at the Universities of Oxford, Cambridge, Edinburgh, and Glasgow, and visited the principal institutions of literature, science, and art in Paris, Lyons, Genoa, Leghorn, Florence, Rome, Naples, Milan, and Geneva. On the 1st of September, 1824, Mr. Woods was elected to the professorship of mathematics and natural philosophy in Brown University, and held that position until the close of the collegiate year 1828. From the autumn of 1828 to the spring of 1831 Dr. Woods was president of Transylvania University, at Lexington, Ky.²

He came to Alabama to assume charge of the University of Alabama in March, 1831. After his retirement from the presidency of this University Dr. Woods removed to Providence, R. I., where he continued to reside until his death, which occurred on the 6th of September, 1887, at the advanced age of ninety-three years.

The task he undertook of establishing a University of high grade in a State that was then almost a wilderness was formidable. But Dr. Woods builded far better than some of his contemporaries in the State were willing to acknowledge. Looking back over the field of years, we can now see the value of his services to the State.

During all the long years that elapsed after he left Alabama the venerable ex-president never lost his interest in the University. Almost to the year of his death he maintained a correspondence with several of his old pupils.

An excellent portrait of Dr. Woods is now in the library, a gift to the University from its first president.

In grateful remembrance of his distinguished services to the University the present board of trustees have named the first of the new halls on the University lawn "Alva Woods Hall."

Under the auspices of Dr. Woods the first female seminary of high order was formed, and chartered by the Legislature in 1836 under the name of the Alabama Athenæum, at Tuscaloosa, and Dr. Woods was made first president of the board of trustees. No school in the State has accomplished more for the education of girls. After various changes of name, it still exists, in a most flourishing condition, as the Tuscaloosa Female College.

Dr. Woods was an eminent scholar and divine. His baccalaureate

¹ The sermon on this occasion was preached by his uncle, the Rev. Leonard Woods, D. D., the first professor of Christian theology in Andover Seminary.

² Prior to his removal to Lexington the corporation of Brown University had conferred on him the degree of doctor of divinity.

addresses, copies of which are preserved in the University library, show that he was a man of rare scholarship, extensive information, and a master of the purest English style.

CHAPTER VIII.

Beginning of Dr. Manly's Administration—Exculpation Laws—State of the College during the year 1838—Dr. Manly's First Annual Report.

The exercises of the University under the new administration were resumed on the 29th of January, 1838. The Faculty proceeded to enact, in obedience to an ordinance of the corporation, a new code of laws for the government of the Faculty and students. Sections six and eight of these laws are here quoted in full, inasmuch as the attempt to enforce them was the cause of several outbreaks among the students during the following ten years.

“SECTION 6. In ordinary cases for mere college misdemeanors no student will be called upon to give information against another, but when several are known to contain among themselves the guilty person or persons, that the innocent may not suffer equally with the guilty, they are all liable to be severally called up and *each to be put upon his own exculpation*, unless the magnanimity of the guilty shall relieve the Faculty from the necessity of this expedient by an ingenuous confession of his or their own fault. If any student, when thus permitted to declare his own innocence, shall decline to exculpate himself, he shall be regarded as taking the guilt of the offence upon himself, encountering all the consequences.

“If a student shall deny that he is guilty, that shall be taken as *prima facie* proof of his innocence; but, if it shall afterward appear, from satisfactory, competent evidence, that he was really guilty, he shall be considered as unworthy to remain at the University.

“Should the author or authors of any misdemeanor, by concealment of his or their own guilt, permit an innocent fellow-student to suffer punishment for an offence of which he or they, and not the other, was guilty, for such dishonorable conduct he or they shall be immediately dismissed from the University, and the case reported to the board of trustees.”

“SECTION 8. As every student is at liberty to withdraw from it on payment of his bills, with every testimonial of scholarship and character to which he may be entitled, all combinations or acts tending to combination for the purpose of resisting the authority of the laws, impeding the course of University exercises, or for concealing or perpetrating any mischief, will be regarded as disingenuous and dishonorable in a high degree, and will be treated accordingly.”

Section nine of these laws is also given here, as exhibiting the binding force of a custom long since become obsolete.

“SECTION 9. At all commencements graduates are required to appear in black silk gowns, made after a prescribed pattern.”

And section eight of the by-laws, adopted by the Faculty at the same time for their own government, is interesting for the same reason.

“SECTION 8. Each officer, on all public exhibitions at the University, shall wear an appropriate black silk gown.”¹

The law requiring graduates to wear gowns at commencement was abrogated in the year 1843. The president and Faculty continued to wear them at all public exhibitions of the University until the year 1851.

The number of students in the University in the collegiate year 1838 was small, being as follows: Seniors, 8; Juniors, 12; Sophomores, 12; Freshmen, 6; total, 38. Graduates at commencement (1838), 8.

In his annual report to the board of trustees at the end of the year, President Manly says:

“The government of the University so far has been exercised almost insensibly and has been yielded to by the students with an alacrity which shows they are not averse to good order. The Faculty have been happy to find the dispositions they have encountered thus far as tractable and agreeable as those of any young men they have ever known. And they can not but hope that the tone of elevated feeling and correct deportment now prevailing in the institution may impart its influence to their successors for years to come.”

Dr. Manly concludes his first report to the corporation with the following words of wisdom: “The Faculty have no means of ascertaining the judgments abroad of the institution they have been appointed to administer, and can not conjecture what portion of the citizens of Alabama, intending to educate their sons, are desirous of availing themselves of the means here afforded.”

“The Faculty have not been curious about public opinion, but have remained at home and only sought to make the University worthy to be filled. How far they are likely to succeed in their efforts it is the province of your board to decide.

“Having been compelled, among the applicants examined, to reject the larger portion as being utterly unprepared to take the classes to which they aspired, the Faculty are led to conclude that there can not, in all probability, be a large increase in our numbers for some years to come. Low as the University has placed its requirements for admission, the schools in the country seem to be unprepared to meet them. Before the University can have numbers, the schools must be elevated.”

“A question will arise: Shall the University come down to the schools or must the schools be brought up to the University? We are persuaded that your enlightened body can not hesitate a moment for the

¹ Records of the Faculty, Vol. III, p. 5.

answer. Nor can you be at a loss to predict what is to be the effect on the schools, of insisting on some definite standard of admission to the University. The Faculty are well satisfied that the principles on which they have been permitted to commence their administration are the only principles on which success, if practicable at all, can be secured, and all they can reasonably ask is that the board will patiently await the result of an experiment on these principles."

"Under the blessing of Heaven, and with your wise superintendence, liberal encouragement, and strong support, we think we shall ultimately succeed in making a useful and respectable institution, adequate to the wants of this rising Commonwealth."¹

CHAPTER IX.

Uniform Dress Adopted for Students—The First Commencement Sermon at the University—Astronomical Observatory—Disturbance among the Students—First Trial of the "Exculpation Law"—Riot among the Students—Suspension of College Exercises—Death of Professor Pratt.

The year 1839 was a peaceful and prosperous year for the University. The only change in the Faculty was the election by the board of Mr. Samuel S. Sherman, A. M., of Middlebury College, Vt., to the tutorship of ancient languages, made vacant by the resignation of Mr. Jacob Pearson. Mr. Sherman remained at the University two years and became in 1843 the first president of Howard College, an institution established that year by the Baptist denomination at Marion, Ala., for the education of young men.

The Faculty being required by an ordinance of the corporation to prescribe a uniform dress to be worn by the students, established in January the following as the uniform dress: A frock coat of dark blue cloth, single-breasted, with standing collar, ornamented on each side with a gilt star, a single row of gilt buttons in front, and six buttons on the back. A black stock and a black hat with narrow brim were to be worn.

The students were required to appear in uniform on the 1st day of September. They were required by law to wear this uniform on Sunday and on all days of public exhibition at the University, and always when away from the University grounds. On week days and on ordinary occasions at the University they were permitted to wear undress clothing.

The number of students during the collegiate year 1839 was as follows: Seniors, twelve; Juniors, thirteen; Sophomores, eleven; Freshmen, twenty-five; total, sixty-one. Graduates at commencement, ten.

The sum of twenty-five hundred dollars was appropriated this year

¹ MS. Reports of the Presidents of the University, Vol. I.

by the board of trustees for the purchase of astronomical and magnetic instruments, and to further increase the facilities for instruction. The Faculty were authorized by the corporation to appoint a tutor of modern languages, at a salary of one thousand dollars; but no person of suitable attainments being found to take the place, no appointment was made.

The first commencement sermon at the University was delivered on the Sunday before commencement day by Dr. Manly, president of the University.

During the year 1840, astronomical instruments were purchased for the University by Prof. F. A. P. Barnard, to the value of two thousand eight hundred dollars, and the board of trustees made an appropriation of two thousand dollars for the erection of the astronomical observatory.

In the spring of that year a serious interruption of the usual good order in the University occurred. On the night of March 19th a disgraceful outrage was perpetrated in the Rotunda, which was used as the chapel of the University. Placards of an inflammatory character were displayed, and the Bible had been taken from the desk and torn into fragments. A few days after this the private rooms of one of the tutors were forced open, the drawers containing his private papers were invaded, and articles of value taken out and destroyed. Two days elapsed without any disclosures, but as it was an outrage utterly inconsistent with every notion of order or authority, the Faculty determined, in conformity to the laws of the University, to hold the inhabitants of the entry in which this last outrage occurred accountable, unless they should oblige the real authors of the mischief to assume their own responsibility in the case. On the morning of the 27th it was resolved by the Faculty that the occupants of the tenement in which the tutor resided should be called before the Faculty and placed each upon his own exculpation. Therefore, these individuals were forthwith summoned to appear before the Faculty, and were severally interrogated as follows: "Were you concerned, either mediately or immediately, in breaking open the room of Tutor Whiting, or were you present, aiding or abetting or looking on?" To this interrogatory each for himself replied in the negative. They were then discharged, with an appeal from the president to aid the authorities in the preservation of order, and to protect themselves by causing the real offenders to make themselves known.

The next day (March 28th) a special meeting of the Faculty was held for the further consideration of the recent acts of disorder. The occupants of the entry in which the offence was committed having declined to take any measures to throw off the responsibility in such cases by law fastened upon them, it was resolved that they be, for the present, prohibited from attending the exercises of their classes. It was also resolved that the whole body of students be summoned forthwith to ap-

pear before the Faculty and each be put upon his own exculpation in regard to this offence. The students were at once called together and interrogated separately, and each for himself distinctly replied, denying any participation in the affair. The president then informed the students that the inmates of the tenement would be held responsible for the act until the guilty party should be made known. Under this action nine students were indefinitely suspended.

On the following night (Sunday, March 29th) there was much rioting on the college campus and in the college halls. On Monday, March 30th, the Faculty received sufficient evidence to establish who was the student who had broken into the tutor's room. Inasmuch as he had by a solemn declaration exculpated himself, he was summarily dismissed from the University and reported to the corporation for expulsion.

As the University still remained in a demoralized condition, the Faculty formally declared a recess in the exercises until April 22d. All the students were sent home, and a circular letter was printed, and sent to their parents and guardians, explaining the reasons for the suspension of collegiate exercises. Each student on his return after the recess was required to subscribe on honor to the following declaration: "I declare upon honor—

First—That I do not know of any student now in the University who was engaged directly or indirectly in destroying the Bible and otherwise desecrating the place of worship, and that I do not know any person now out of the University who was so engaged.

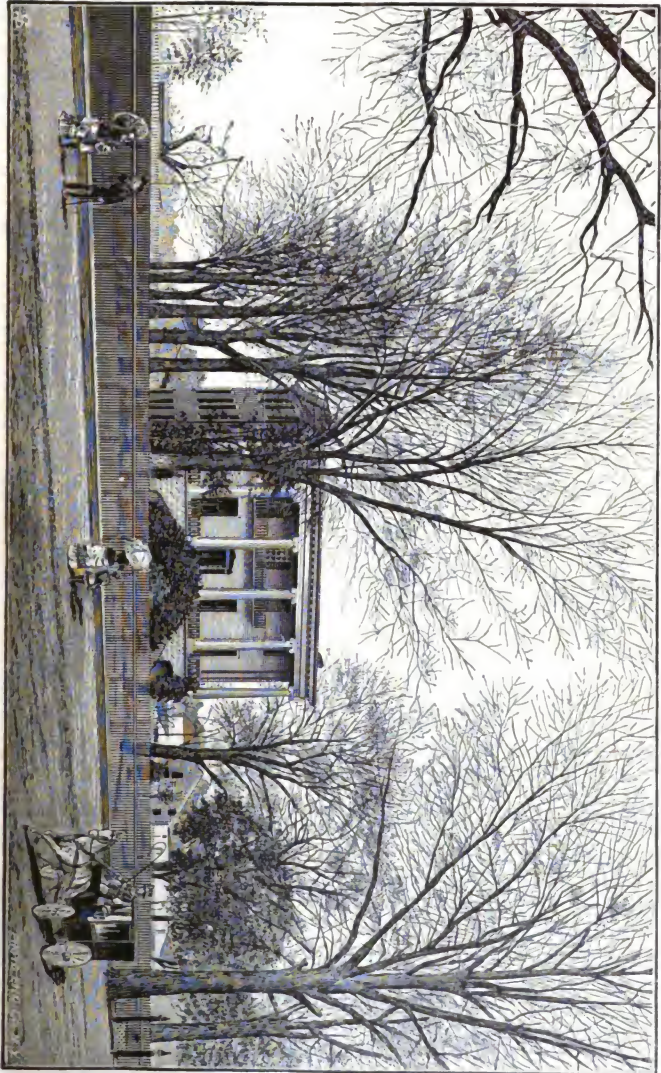
Secondly—That I will, when called on in the University to testify as to my share in any disorder, answer according to truth, and I will withhold my countenance, friendship, and society from any student whom I believe on proper evidence not to have answered truthfully when called on.

Thirdly—That I had no agency in the discharge of fire-arms on the University premises on the evening of Sunday, March 29th."

Nearly all the students, except those who had been guilty of the acts of disorder, returned to the University after the recess. Exercises were resumed on the 22d of April, and continued without serious interruption to the end of the year.

The number of students in 1840 was as follows: Seniors, twelve; Juniors, twelve; Sophomores, twenty-one; Freshmen, twenty-eight; total, seventy-three. Graduates at commencement (1840), nine.

In August, 1840, during vacation, the painful intelligence of the death of the Rev. Horace Southworth Pratt, professor of English literature in the University, was communicated to the Faculty. He died of bilious fever at the residence of his brother, the Rev. Nathaniel A. Pratt, in Cobb County, Ga. Professor Pratt had been appointed to preach the baccalaureate sermon at the ensuing commencement in December, 1840. The Faculty requested the president of the University to deliver on commencement Sunday, in the place of the usual commencement



PRESIDENT'S MANSION, UNIVERSITY OF ALABAMA.

sermon, a funeral discourse commemorative of the life and services of the deceased professor. To do honor to the memory of a man of rare excellence, who had occupied a relation to themselves so near and confidential, the board of trustees ordered that Dr. Manly's discourse should be printed in pamphlet form for distribution, and this was done.

The trustees at their annual meeting, in December of that year, elected to the vacant professorship of English literature the Rev. Stephen Olin, D. D., a distinguished divine of the Methodist Episcopal Church. Dr. Olin declined the appointment in February, 1841, "on account of the state of his health, which forbade his engaging in that or any other employment." The professorship of English literature remained vacant for the year, the duties being distributed among the other members of the Faculty.

CHAPTER X.

Residence for the President—A Year of Quiet Followed by New Disorder—Second Trial of the "Exculpation Law"—Forty-Eight Students Refuse to Answer and are Suspended.

In February, 1841, Mr. James C. Dockery, of North Carolina, a graduate of the University of Paris, was appointed by the Faculty tutor in modern languages. At the meeting of the board in December following he was elected to the full professorship of modern languages.

A residence for the president of the University was finished this year at a cost of eighteen thousand dollars. This handsome edifice, which has been since 1841 the home of all the presidents of the University, is built of brick with trimmings of sandstone. It is two stories in height, with a basement story, and contains twelve spacious apartments. The style of architecture is Greek.

The state of the college during the year 1841 was represented by the president, in his report to the corporation, to have been satisfactory in the main.

The number of students in 1841 was as follows: Seniors, seven; Juniors, seven; Sophomores, nineteen; Freshmen, thirty; total, sixty-three. Number of graduates at commencement, December, 1841, seven.

At their annual meeting in December, 1841, the board of trustees elected the Rev. Edward Dromgoole Sims, of Connecticut, professor of English literature.

The conduct of the students generally throughout the year 1842 was marked by a very commendable regard to propriety and good order, with one material exception. This brief interruption of the good order of the college began on the night of Friday, March 29th. A number of students, whose names were unknown to the Faculty, were guilty of discharging fire-arms on and about the college grounds, and of using

low and exceedingly blasphemous language, and of other acts of disorder. On the following night these disturbances extended as far as the Alabama Athenæum, a seminary for the education of young ladies. A mob of students and others assembled in front of the Athenæum, and insulted and alarmed the inmates with boisterous shouts, profane language, and the discharge of fire-arms. Under the circumstances the Faculty deemed it their duty to investigate the matter; and having no clew to the offenders, they resolved to place every student once more upon his "exculpation," in conformity with the college law.

On Tuesday morning, April 2d (1842), the president addressed the students at morning prayers, and notified them that at nine o'clock of the same day they would be severally interrogated as to their agency in the disturbances, both at the Athenæum and on the college grounds, unless the real offenders should, in the mean time, make themselves known. After breakfast a number of students came forward and voluntarily confessed that they had been present at the disturbance in front of the Athenæum. The Faculty, believing it to be unnecessary to interrogate in regard to this part of the disorder, resolved to confine their inquiries to the matter of firing guns and to the other acts of disorder in and about the college. The students were called together into the Rotunda at the hour of nine, and each was required to answer the following question: "Had you any agency, direct or indirect, in the discharge of fire-arms on or about the campus or between the college and the town of Tuscaloosa on Friday or Saturday night last?"

To this question twenty-seven of the students replied in the negative and were instructed to proceed with their studies. Two admitted that they were in some measure implicated. The remainder, forty-eight in number, refused to answer the question, and were indefinitely suspended and sent home. A large number of these after going to their homes applied for permission to return and exculpate themselves. This they were permitted to do and to proceed with their studies. A few were permitted to exculpate themselves with a view to receiving an honorable dismissal in order that they might enter other colleges. Thus ended the second attempt to enforce the odious "exculpation law" of the University.

Number of students in 1842: Resident graduates, two; Seniors, seven; Juniors, fifteen; Sophomores, twenty-four; Freshmen, thirty-eight; total, eighty-six. Graduates at commencement, six.

CHAPTER XI.

Partial Free Tuition Provided—Reduction of Salaries—Results of Ten Years' Work—Inquiries by the Legislature—Uniforms for Students and Silk Gowns for "Commencement" Abolished—Distribution of Labor among the Officers of the University.

At the annual meeting of the corporation in December, 1842, it was ordained that one student from each county in the State should be admitted without payment of tuition or contingent fees, upon proof furnished to the president of the University that he was in narrow circumstances and was prepared to enter some regular class.

The tuition fee at this time was thirty dollars per annum. The contingent fees, which included room rent, servant hire, use of library, and fuel, were ten dollars per annum. Board at the Steward's Hall was fifteen dollars per month, payable in advance.

At this meeting of the corporation the salaries of all the officers were reduced: the president's salary from three thousand dollars to two thousand five hundred dollars; the salaries of the professors from two thousand dollars to seventeen hundred dollars; and the tutors' salaries from one thousand dollars to eight hundred dollars.

At the close of the year the tenth annual commencement was celebrated. There were six graduates. In the ten years that had elapsed since the first "commencement" the University had turned out seventy-six bachelors of arts, and had conferred the degree of master of arts, *honoris causâ*, upon fourteen.

The library contained four thousand volumes. The University was in possession of large and valuable apparatus in the departments of natural philosophy, astronomy, chemistry, and engineering, and large and well selected cabinets in mineralogy, geology, and conchology.

At an early period of the college year of 1843 there was some discussion in the Senate of Alabama respecting the prosperity of the University, and the committee on education of that body, in pursuance of a resolution referring the matter to them for investigation, sent up a number of comprehensive and searching inquiries to be answered by the president and Faculty. Glad of the opportunity afforded them to explain to the Legislature the character of their work, the Faculty returned answers at some length, and the friends of the University were gratified that the Senate, on a favorable report from their committee, ordered a thousand copies to be printed for general circulation.

The number of students in 1843 was as follows: Seniors, ten; Juniors, twenty-one; Sophomores, twenty-four; Freshmen, thirty-two; total, eighty-seven. Graduates at commencement, nine.

The law requiring students to wear a prescribed uniform dress had

been disregarded for some years by a part of the students, and the Faculty found themselves unable to secure absolute uniformity without a resort to severe measures, even to suspension from the University. Believing that a law of that nature which required severe penalties for its enforcement ought to be abrogated, the Faculty requested the board of trustees to repeal the law, and this request was granted by the board at their regular meeting in December. At the same time an ordinance was adopted excusing the candidates for degrees from wearing silk gowns on public occasions.

The college charges were raised this year to fifty-two dollars per annum, forty dollars for tuition and twelve dollars for room rent, servant hire, fuel, and use of the library. Board in the Steward's Hall was twelve dollars per month.

On December 19, 1843, the Faculty sent up to the corporation an appeal to restore their salaries to the amounts paid prior to the last meeting of the board. In response to this petition the board adopted the following resolution, and ordered it to be transmitted to the Faculty: "The board of trustees of the University of Alabama have undiminished confidence in the learning, ability, industry, and good conduct of the president and professors of the University.

"The reduction of salaries was made under an imperious sense of duty, and stern necessity forbids the increase of salaries at the present time."

The president, in his report to the board at their meeting in 1844, says that the state of order, conformity to law, and attention to study among the students have been excellent during the year, with a single exception. The case excepted had reference to an affray among five students, which resulted in the suspension of three of the five, with a request to the board to expel them from the University.

The following extract from Dr. Manly's report to the board it is deemed not inappropriate to record here. The distribution of labor among the officers of instruction and government being stated for one year, will answer substantially for any other year during Dr. Manly's administration.

"Assuming the number of recitations in all the classes performed at the University this year to be 2,210, these and our other duties were distributed as follows:

"The president, who is also professor of mental and moral philosophy and political economy, takes one hundred and fifty-nine recitations, attends to all executive duties, to the entrance and dismissal of students, the payment of college dues, the receipt and disbursements of contingent funds, the control of the two servants employed about the college dormitories, the revisal of the declamations of the Senior class, and of all the public speeches delivered in college, of which the Senior has four and the Junior class one, and inspects one-third of the compositions of the Sophomore class. The president also holds prayers morn-

ing and evening in the Rotunda, and, when the weather is not too cold, makes an address of fifteen or thirty minutes long to the students on Sunday mornings at prayers on some subject in morals or religion suited specially to the young.

"The professor of chemistry, mineralogy, and geology takes one hundred and ninety-one recitations, has charge of the laboratory and of the cabinets of minerals and shells, controls the servants around the University, and attends to the police of one of the dormitories half the year.

"The professor of ancient languages and literature takes three hundred and fifty eight recitations, inspects the Latin exercises of the Junior and Sophomore classes, and one-third of the English compositions of the Sophomore class, and attends to the police duties of one dormitory half the year.

"The professor of mathematics and natural philosophy has two hundred and twenty-eight recitations, is secretary of the Faculty, which exempts him from all committee and police duties, and has charge of the philosophical apparatus and of the observatories.

"The professor of modern languages takes two hundred and seventy-seven recitations, inspects the English compositions of the Freshman class, and performs police duties in one dormitory half the year.

"The professor of English literature has two hundred and ninety-one recitations, including the declamations of the three lower classes, inspects the compositions of the Senior and Junior classes and one-third of those of the Sophomore, and performs police duties in one dormitory half the year.

"The tutor in mathematics has three hundred and fifty-five recitations, and attends to the police duties of the dormitory he resides in for half the year.

"The tutor of ancient languages has three hundred and fifty-two recitations, inspects the Latin exercises of the Freshman class, and divides with the other tutor the police duty of the dormitory in which they both reside.

"The tutors alternately call the roll at morning and evening prayers."

¹ MS. Reports of the Presidents of the University, Vol. I.

CHAPTER XII.

Completion of the Astronomical Observatory—The Apparatus—Third Trial of the "Exculpation Law"—A College Riot—Death of Professor Sims—Failure of the Attempt to Establish a Law School—Financial Condition of the University in 1845—A New Professorship Established.

The astronomical observatory was completed in the summer of 1844. The building was originally fifty-four feet in length by twenty-two in breadth in the centre. Fourteen years afterward (in 1858) another apartment, forty feet in length by twenty in width, was added to the east wing. The west wing is occupied by a transit circle, constructed by Simms, of London, having a telescope of five feet focal length, with an object glass of four inches clear aperture. The limb is three feet in diameter, divided into five minutes, and read by four microscopes to single seconds. Accompanying the transit circle is a clock with mercurial compensation, constructed by Molyneux, of London. The central apartment is surmounted by a revolving dome of eighteen feet internal diameter, under which is placed an equatorial telescope, constructed also by Simms, of London. This telescope has a clear aperture of eight inches and a focal length of twelve feet, and is mounted after the manner of the celebrated Dorpat instrument constructed by Fraunhofer. It is provided with a parallel-line position micrometer, a double-image micrometer, and with a very complete battery of eye-pieces. The hour and declination circles are divided on silver, the former to one second of time, the latter to five seconds of arc, by opposite verniers. The hour circle is moved by clock-work. In this central apartment is an excellent clock, made by Dent, of London.

There are also two portable achromatic telescopes—one by Dolland, of seven feet focal length and four inches aperture, the other by Simms, of five feet focal length and three inches aperture—and a reflecting circle by Troughton, of ten inches aperture, read by three verniers to twenty seconds. Portable instruments of smaller size than those above named increase the facilities for illustrating methods of observation and for instruction in operations of practical astronomy.

The observatory was built and the instruments purchased and mounted under the supervision of the accomplished head of the department, Prof. Frederick A. P. Barnard.¹

¹ This building with its contents was the only one of the public edifices of the University that escaped destruction in 1865, when the University was destroyed by United States troops.

A lady of high character and intelligence, the wife of Ex-Governor Reuben Chapman, who lived hard by the observatory, interceded in person with the commander of the troops who were engaged in the work of destruction, and persuaded him to spare this building with its valuable contents, "as not having contributed in any way to promote the spirit of rebellion among the people of the South."



ASTRONOMICAL OBSERVATORY, UNIVERSITY OF ALABAMA.

During the years that Professor Barnard was director of the observatory he was engaged in contributing to the observations pursued elsewhere for detecting the small irregularities of the moon's motion, and to observations of Jupiter's satellites, the tables of which were at that time still imperfect, and in determining the times and circumstances of eclipses and occultations out of the meridian, and, with the aid of the equatorial instrument, in the study of double stars, comets, and nebulae.

The object glass of the large equatorial telescope was missing for several years after the close of the War, but was found about the year 1873, hidden under a pile of rubbish, by Prof. William J. Vaughn, at that time in charge of the observatory.

The number of students in 1844 was: Seniors, nineteen; Juniors, twenty; Sophomores, forty-one; Freshmen, thirty-four; total, one hundred and fourteen. The number of graduates in December at the commencement was eighteen, the largest number in the history of the University to that date.

The year 1845 was remarkable in the history of the University for the occurrence of another insurrection among the students, the consequence of an attempt to enforce the "exculpation law."

On Wednesday, February 19th, a disturbance took place on the campus and in the dormitories. This disorder consisted in shouting at ladies who were walking in the college grounds, and flashing sunlight into their faces from mirrors. The president addressed the students at prayers next morning, and invited those who were concerned in the disorder to give up their names, and those who were not to "exculpate" themselves. As nobody appeared on Thursday to "exculpate" himself, the occupants of the rooms in Washington College, from which the light had been cast into the faces of the ladies, were called before the Faculty and charged with the offence. All refused to confess or deny the charge, and were forthwith suspended for contumacy.

On the night of Monday, the 4th, a riot occurred as the result of the excitement in college arising from the suspension of the inmates of Washington College. Gates and window blinds were removed and several of the college buildings were barred up. A few students who were suspected of being the offenders were summoned and required to "exculpate" themselves. They refused and were at once suspended. A large number came forward the next day and acknowledged that they had had some share in the disorders of both occasions. The Faculty resolved to test their feelings by requiring their subscription to the following paper:

"We, whose names are hereunto subscribed, do hereby declare our cordial disapprobation of the acts of Wednesday, the 19th instant, which, though thoughtlessly done, we perceive with regret, were in violation of the decorum and the respect due to ladies; and we promise that while we are students of this University we will not engage in any act

which we have reason to suppose will be interpreted as an insult to a lady.

"We also hereby express our disapprobation of the disorders of Monday night, and, so far as we participated in disorder or a breach of the laws on either occasion, we ask forgiveness of the Faculty."

Eleven signed this paper in silence. A few refused to sign it and were suspended. Others signed, but accompanied their signatures with offensive words, importing that they regarded the action of the Faculty as oppressive and tyrannical. These were required to withdraw from the University without public censure.

All these students finally came back to the University, signed the declaration, and were restored to their classes.

The Faculty and students were called this year to lament the death of the professor of English literature, the Rev. Edward D. Sims. Professor Sims died suddenly on Sunday, April 13th, 1845. During his brief career in the University he had evinced an admirable fitness for the varied and responsible duties of his station, and had endeared himself to all his acquaintances as an amiable and excellent man.

The number of students in 1845 was: Resident graduates, one; Seniors, thirteen; Juniors, twenty-six; Sophomores, thirty-six; Freshmen, twenty-three; total, ninety-nine. Graduates at commencement, eleven.

At the meeting of the corporation in December, 1845, a Law School was established in connection with the University under the following regulations: 1st, The course of study in order to graduate with the degree of bachelor of law was to embrace two years; 2d, undergraduates were not to be permitted to enter the Law Department or to attend the lectures; 3d, the exercises of the Law School were not to be conducted in any of the University halls; 4th, law students were not to be allowed to reside in the University or to board at the Steward's Hall; 5th, the compensation of the law professor was to be the annual fee of fifty dollars, to be collected by him from each law student.

The Hon. Benjamin F. Porter, of Tuscaloosa, was elected law professor, and the Law School was to be opened in the month of January, 1846. The professor was expected to deliver his lectures in the city of Tuscaloosa.

The records of the University do not indicate that any students of law made application to enter, and the school was abolished the next year.

Permission was granted to a few students this year to form a secret fraternity among themselves, to be called the "Eutrapelian Society," with the understanding that the society should be dissolved if the Faculty should find any cause to be dissatisfied with its proceedings. This society lasted but a short time, and died out probably from a want of interest. The fact is mentioned here as the first instance of the establishment of a secret fraternity in the University.

UNIVERSITY FINANCES.

In 1837, according to the report of Judge B. F. Porter, agent and attorney of the University, previously referred to, the whole amount of the University endowment, exclusive of the college grounds, buildings, libraries, apparatus, and collections, was \$344,820.29. Of this sum \$281,966.33 were invested in State stock, on which the State bank was paying six per cent. interest.

At the same time the University was indebted to the bank for money borrowed and used in the erection of buildings, and the purchase of libraries and apparatus, in the sum of \$85,318.01.

By an act of the Legislature, approved December 23, 1837,¹ the bank was ordered to pay to the trustees of the University thereafter all the clear profits arising from the use of the University fund over and above the rate originally established of six per cent., and the obligation to pay that rate still remained if the profits arising from the use of the fund should amount to less.

In 1838 a further investment in six per cent. stock was made, increasing the permanent fund to \$300,000.

In 1844 Col. Francis Bugbee, of Montgomery, an active trustee and one of the most devoted friends that the University ever had, was appointed by the board to examine carefully the financial condition of the University, the status of the lands granted by Congress, the endowments and income from all sources, the expenditures of the fund, and the amount of indebtedness to the bank.

At the session of the Legislature in the winter of 1845-46 "an exceedingly able report, minute in detail and complete in statement," prepared by Colonel Bugbee, was embodied in the report of the trustees to the Legislature and published in pamphlet form by order of that body.²

This account of the State with the University is here condensed:

Amount invested in 6 per cent. State stock.....	\$300,000.00
Cash in bank to the credit of the University.....	11,553.01
Total.....	311,553.01
<hr/>	
Loss to the University by relief laws passed at various times (taken from Porter's report).....	\$144,239.18
Interest for three years, at 6 per cent.....	25,963.05
Profits, estimating the same at 12 per cent. made by the bank previous to 1837, over the 6 per cent. allowed by law.....	108,962.00
<hr/>	
Due the University from the State.....	279,164.23
Deduct notes of the University held by the bank.....	64,500.00
<hr/>	
Balance due University.....	214,664.23

¹ Acts of the General Assembly, 1837, p. 32.

² See Garrett's Public Men of Alabama, p. 360.

Here follows the statement of the account of the University with Samuel G. Frierson, State treasurer, for the year 1845, presented December 18, 1845:

DEBITS	
To the Faculty (their salaries)	\$10,320.00
To the tutors (their salaries)	1,633.33
To librarian and bell ringer	227.00
To board of trustees	533.56
To secretary to the board	100.00
To servant hire	5.00
To Martin & Huntington, legal services	200.00
For books for the library	200.00
For postages	34.17
For work on observatory	5.00
To J. E. Rial for slave purchased	700.00
For repairs on University buildings	400.00
For diplomas	50.00
For purchase of telescope	500.00
R. T. Brumby's account	37.25
To State bank	9,000.00
For apparatus and chemicals	330.53
To B. Mauly, contingent fund	1,242.00
Making the amount expended	25,517.84
Leaving the balance on hand this day	8,302.17
	33,820.01

CONTRA.

By amount to credit at date of last report	\$11,553.01
By cash received for tuition fees and contingencies	4,154.00
By amount received as interest on stock (\$300,000), vested in the Bank of the State of Alabama at 6 per cent. per annum from the 8th of November, 1844, to 8th of November, 1845	18,000.00
By amount received from William Biegler for rent of University (leased) land	113.00
	33,820.01

During the year 1846 the duties of the vacant professorship of English literature were distributed among the other professors. On the 19th of December the trustees elected Mr. Frederick W. Thomas, of Maryland, professor of English literature. At this meeting of the board an ordinance was adopted dispensing with evening prayers. From the beginning up to this time the college body had assembled in the chapel twice each day for morning and evening prayers. The time of the commencement and of the annual meeting of the corporation was also changed at this meeting of the board.

For a long term of years the commencement had been celebrated in the month of December in each year. As Tuscaloosa was the capital of the State, and the Legislature met there in annual session during the winter, it was thought that the most important literary festival of the State University should be held while the Legislature was in session. In 1846

an act of the Legislature was passed removing the seat of the State government from Tuscaloosa to Montgomery. The board therefore changed the time of the annual commencement from the third Wednesday in December to the Wednesday after the second Monday in August.

In December, 1846, the board of trustees established the chair of geology, mineralogy, and agricultural chemistry, and instructed the Faculty to make a temporary appointment of a professor to this chair for the ensuing year.

The professorship of chemistry, mineralogy, and geology was at the same time reorganized and entitled the professorship of chemistry and natural history. To the newly created professorship Mr. Michael Tuomey, of South Carolina, was called by the Faculty in February, 1847, and this appointment was confirmed by the trustees at their meeting in the summer of 1847 by the election of Mr. Tuomey to the full professorship. The ordinance of the board establishing this new professorship required that the professor of geology, mineralogy, and agricultural chemistry "should spend such portion of his time, not exceeding four months in each year, in making a geological survey of the State as the trustees may consider expedient for the benefit of the people of the State and of the University."

The number of students in 1846 was: Seniors, seventeen; Juniors, twenty-seven; Sophomores, nineteen; Freshmen, twenty-nine; total, ninety-two. Graduates at commencement in December, seventeen.

The year 1846 was one of remarkably good order and devotion to study.

CHAPTER XIII.

Misconduct and Removal of a Professor—Catalogue of the Library Prepared—Professor Tuomey Arrives—First Systematic Geological Survey of Alabama—Appointment of State Geologist—Dr. L. C. Garland called to the Chair of English Literature.

On February 12, 1847, the newly elected professor of English literature, Mr. F. W. Thomas, commenced work. His connection with the University was, however, of short duration. Reports of an unfavorable character preceded him, and his conduct soon after his arrival led the Faculty to conclude that the interests of the University required that the recently formed relationship should be severed. His resignation was therefore requested, and on his declining to tender it his classes were assigned to other professors, and thus his work there was ended. Afterward his resignation was received.¹

¹In so full a sketch of the University it has been thought improper to pass without any notice an incident which at the time created much interest, and which had a large influence on the institution. A full account of the affair may be found in Dr. Manly's report to the trustees for 1847, pp. 10, 11.

A catalogue of the library of the University, alphabetically arranged according to the titles of the books, had been prepared in 1837 by Mr. Richard Furman, then librarian of the University. The large additions made to the library since 1837 and the peculiar wants of the students seeming to require a more complete and accurate compend of its contents, the trustees at their meeting in August, 1847, ordered a new catalogue to be prepared and printed on more extended principles. The work was intrusted to Mr. Wilson G. Richardson, who was at that time tutor of ancient languages and librarian of the University. The catalogue was printed in octavo form in 1848, and consisted of two hundred and fifty-seven pages. The plan of the work was substantially the same as that of the celebrated Signet Library, of Edinburgh. The names of the authors were recorded alphabetically, and under these the titles of works were arranged also in alphabetical order. An alphabetical index was added as an exponent of the subjects treated, as far as these could be gleaned from the title-pages.¹ The library contained, at the time of the printing of this catalogue, four thousand two hundred and thirty-one volumes, exclusive of pamphlets and other unbound matter.

Prof. Michael Tuomey, in the early part of May, 1847, entered on the discharge of his duties. On the 13th of July he began the first systematic geological exploration of the State. Separate papers on the geology of Alabama had been, from the year 1827, printed in Silliman's Journal and other scientific journals, by Courad, Lea, Shepard, Morton, and others.

In 1838, Prof. R. T. Brumby, of the University of Alabama, published a short sketch of the geology of the State.

Sir Charles Lyell visited Alabama in 1846 and made a brief investigation of the prominent geological features of the State. The results of his explorations were printed in the Journal of the Geological Society of England and in Lyell's Second Visit to the United States.

Referring to Professor Brumby's labors and the information he had derived from him, Sir Charles Lyell says: "It would have been impossible for me, during my short visit, to form more than a conjectural opinion respecting the structure of this coal field, still less to determine its geographical area, had not these subjects been studied with great care and scientific ability by Mr. Brumby."

The geological explorations of Professor Tuomey, thus begun in 1847, were prosecuted during four or five months of every year till 1854, entirely at the cost of the University of Alabama.

In January, 1848, by resolution of the General Assembly, Professor Tuomey was appointed State geologist, without salary, the expenses of the equipment and survey being paid by the University.

The first two years of his geological work were devoted to a general reconnoissance of the State to ascertain, as far as possible, its princi-

¹ Several copies of this catalogue, saved from the conflagration in 1865, are preserved in the present library.

pal geological features, and to indicate the methods to be pursued in future explorations.

The results of the two years' work were published in the volume entitled the First Biennial Report on the Geology of Alabama, which was printed in Tuscaloosa in 1850.

The state of order in the University this year was excellent. Not a single breach requiring serious discipline occurred during the year.

The number of students in 1847 was: Seniors, eighteen; Juniors, seventeen; Sophomores, thirty-four; Freshmen, thirty-two; total, one hundred and one. Number of graduates at commencement in August, eighteen.

The trustees at their regular meeting in August, 1847, changed the time of the annual commencement to the Wednesday after the second Monday in July. At the same time an ordinance was adopted abolishing the Steward's Hall. The college hall, which had been used as the commons hall and steward's residence, was assigned to Professor Tuomey.

To the vacant professorship of English literature Landon C. Garland, lately president of the Randolph-Macon College in Virginia, was elected. Dr. Garland began his labors in the University in January, 1848.

CHAPTER XIV.

The "Exculpation" Theory again on Trial—Again Fails—Wholesale Suspension of Students—Two Residences Destroyed by Fire—Financial Condition in 1848—The Legislature Declares the Indebtedness of the State to the University—Protest of the Board of Trustees—Office of Treasurer of the University Created.

The eighteenth collegiate year began Monday, October 4, 1847. Some disorderly acts among the students at the close of the December term were followed by other acts of violence on the night of January 2, 1848. The continuation of these disorders led the Faculty to place the whole body of students upon their "exculpation." All the classes were summoned into the Rotunda, and each student was invited to "exculpate" himself, in the presence of the college body, from the guilt of the recent acts of disorder. Every student present refused to answer, except one member of the Senior class and two Freshmen. All who refused to answer were immediately suspended and sent home. The University records are silent as to the time and mode of restoration of these rebellious students, constituting nearly the whole college body; but as the work of the University was resumed and carried on without break or interruption immediately afterward, it is presumed that all the suspended students who were not guilty of any of the acts of violence returned in a short time and exculpated themselves.

A witty remark of one of the professors in connection with this rebellion has been handed down as one of the college traditions. During the week which followed the suspension of so large a body of the students, there was profound quiet in the college halls and about the campus. One of the professors, who was a strong advocate for the "exculpation law," said to another who regarded the law as inexpedient and dangerous: "You see the beneficial effects of our 'exculpation law' in the remarkable quiet and good order that now prevail." "Yes," answered the other,¹ "in the language of Tacitus, you have made a solitude and call it peace."

This was the last attempt ever made to carry the famous "exculpation law" into effect. On every occasion, save one, on which it had been tried, it had led to a rebellion among the students. A few years after this it was abrogated by the corporation. Since its repeal there has never been a general rebellion among the students of the University of Alabama.²

In April, 1848, the University sustained a heavy loss in the destruction by fire of two of the professors' houses, the residences of Professors Dockery and Garland. The fire was discovered in the roof about nine o'clock in the morning, and was supposed to have originated from a defective flue.

On the 21st of February, 1848, an act was passed by the General Assembly to liquidate and settle the mutual debts existing between the University and the State of Alabama. By the terms of this act the indebtedness of the University to the bank was extinguished, and the University fund was declared to be \$250,000, for the punctual payment of the interest on which, at the rate of six per cent. per annum, the faith and credit of the State were forever pledged.

The first two sections of this act are here given in full:

"SECTION 1 *Be it enacted by the General Assembly of Alabama*, That the sum of two hundred and fifty thousand dollars be, and the same is hereby, recognized and declared to be the amount of the UNIVERSITY FUND, for the permanent security of which, and the punctual payment of the interest thereon forever, at the rate of six per cent. per annum, the faith and credit of the State of Alabama are hereby solemnly pledged.

"SECTION 2. *Be it further enacted*, That all the notes now held by the State of Alabama against the trustees of the University of Alabama be, and the same are hereby, authorized and required to be delivered up

¹Dr. F. A. P. Barnard, late president of Columbia College, New York.

²In this narrative of the University of Alabama it has been deemed proper to notice events as they occurred, not excepting cases of insubordination and disorder among the students. These are particularly worthy of notice as illustrating the fallacy of the theory pertinaciously adhered to by the authorities of the University, that discipline could be best secured by requiring every student whenever any disorder occurred, and the offender was not known, to answer questions touching his participation in or knowledge of the affair, in fact, to *exculpate* himself of an offence of which, so far as was then known, he was entirely innocent.

to the said trustees; which notes, when received by said trustees, shall be considered and taken in full payment and satisfaction of all claims which said trustees may have or pretend to have against the State of Alabama for interest, damages, or losses sustained, of every kind or description whatever, up to the date of this October, and said trustees shall thereupon file in the office of the secretary of state a written relinquishment on their part on all said claims against the State."¹

The board of trustees, after recording their solemn protest against this forced method of settlement of the mutual claims of the University and the State, as being unjust to the institution of which they had been appointed guardians, finally, by ordinance adopted July 13, 1848, acquiesced in the terms of settlement, and authorized their executive committee to execute all necessary receipts and acquittances, and to do all other acts necessary to perfect the settlement.

On the same day the trustees elected Mr. Henry A. Snow treasurer of the University. During the prior existence of the University its funds had been deposited in the State treasury, and the State treasurer had acted as treasurer of the University. Mr. Snow continued to hold the office until the year 1861, and won the approbation of the corporation as a most upright, careful, and efficient agent.

The number of students in 1848 was: Seniors, sixteen; Juniors, thirty-one; Sophomores, forty-two; Freshmen, thirteen; total, one hundred and two. Number of graduates at commencement, fourteen.

CHAPTER XV.

Resignation of Professor Brumby—Sketch of his Life—Redistribution of Chairs of the University—Adjunct Professor Richardson—Resignation of Professor Dockery—Election of Professor Pratt—Organization of the Alabama Historical Society—The Old State Capitol Donated to the University.

In January, 1849, Prof. Richard T. Brumby resigned the chair of chemistry and natural history, in order to accept a similar position in the South Carolina College. Professor Brumby had been connected with the University for fifteen years. He entered upon the duties of his office when the institution was in its infancy, and had largely contributed to the measure of prosperity which it had enjoyed. He was a man of learning in his specialty, and deserves to be ranked among the most distinguished professors of the University.

Richard T. Brumby was born August 4, 1804, in Sumter District, S. C. His academic education was completed in Lincolnton, N. C., in

¹This act is the last attempt of the Legislature of Alabama to play the part of the unjust step-mother to an institution solemnly intrusted to its guardianship and protecting care by the act for the admission of Alabama to the Union.—W. S. W.

the classical school of the Rev. John Marshall. In October, 1822, he was admitted to the Junior class of the South Carolina College, and received the degree of bachelor of arts in 1824, with the first honors of his class. After studying and practising law for five years at Lincolnton, N. C., he removed, in 1831, to Alabama, and was for a year or two engaged in journalism. He was the editor of the *Expositor*, a weekly newspaper of Tuscaloosa in 1834, when he was elected to the professorship of chemistry, mineralogy, and geology in the University of Alabama. Thus, at the age of thirty, he began the study of those branches of natural science to which he was destined to devote the larger part of his future life.

Professor Brumby's residence as professor in the College of South Carolina continued till 1856. In July, 1855, he had an attack of illness which lasted for many months. Although he was unable to discharge his collegiate duties, the board of trustees were unwilling to lose his valuable services, and his connection with the college was continued for a year longer. The hope of complete restoration proving to be illusory, he resigned his professorship December 14, 1856, and removed to Marietta, Ga., where he lived in retirement for a long term of years.

"Professor Brumby's labors in the University of Alabama were of the most valuable character, and reflected the highest honor upon him. There is no doubt that he gave the first impetus to the cause of science in that part of the country, and imparted to it a dignity and importance which it had not previously enjoyed. He was not only acceptable in his professorship, but he built up an enviable reputation in that State.

"It was this reputation which attracted the attention of the Trustees of the South Carolina College, and he received his appointment under circumstances the most flattering.

"He loved the pursuits of science, and for many years had consecrated all his time and talents to it with singular devotion. * * * He was always to be found in the laboratory. There he toiled with laborious, persevering industry."¹

It is probable that much of the ill health which afterward came upon him was due to his severe devotion and unrelaxed attention.

The vacancy caused by Professor Brumby's resignation led to a new arrangement of some of the departments of instruction. Professor Barnard was transferred from the chair of mathematics, natural philosophy, and astronomy to the chair of chemistry and natural history, and Prof. L. C. Garland was transferred from the professorship of English literature to that of mathematics, natural philosophy, and astronomy. The work of the department of English literature was distributed among the other professors, as had so often been done before.

In July, 1849, the board of trustees created the adjunct professorship of ancient languages and English literature, and Mr. Wilson G. Richardson, a distinguished graduate of the University, who had filled the

¹ Sketch of Professor Brumby in La Borde's History of the South Carolina College. Columbia, 1859.

office of tutor of ancient languages for several years, was elected to the new professorship for one year. At the end of his term of service Professor Richardson went to Europe to pursue philological studies in the University of Berlin. After a residence of four years in Europe he returned to America and was chosen professor of modern languages in the University of Mississippi. After leaving the University of Mississippi, in 1859, he held professorships successively in Oakland College, Mississippi; Davidson College, North Carolina; Central University, Kentucky; and Austin College, Texas. He died in 1886, a clergyman of the Presbyterian church in west Tennessee.

The number of students in college year 1848-49 was: Resident graduates, one; Seniors, nineteen; Juniors, thirty-three; Sophomores, sixteen; Freshmen, twenty-five; total, one hundred and four. Graduates at commencement, nineteen.

The only event of sufficient interest to be here chronicled for this collegiate year was the resignation of Mr. James C. Dockery, professor of modern languages.

Professor Dockery retired from his professorship at the close of the collegiate year in July, 1850. He removed to Hernando, Miss., and engaged in agricultural pursuits. The year of his death is not known to the writer. The professorship of modern languages was reduced to a tutorship for a term of years, and Mr. Charles F. Henry was appointed tutor. At the meeting of the board in July, Rev. John W. Pratt, a Presbyterian clergyman, and graduate of the University of the class of 1844, was elected professor of English literature.

The Alabama Historical Society was organized on the 8th of July, 1850, under the auspices of the trustees and Faculty of the University. This society has continued to hold its regular meetings in connection with the commencement exercises of the University since its organization. The printed books and manuscripts which have been collected by the society are deposited for safe-keeping in the library of the University.

The number of students in 1849-50 was: Seniors, nineteen; Juniors, twelve; Sophomores, thirty-three; Freshmen, sixteen; total, eighty. Graduates at commencement, 1850, fifteen.

The collegiate year of 1850-51 was one of unusual quiet and unremitting devotion to study. In his report to the board in July, 1851, President Manly says:

"It is apparent that more study has been accomplished this year than heretofore in a similar period. The classes occupy higher grades, especially in some departments of study, than ever before. In mathematics they are severally as high as it is proposed to take them. And the Faculty are convinced that this advance has not been made at the expense of accuracy and thoroughness. Dispositions and habits more student-like have certainly been engendered. Among the means which have contributed to these pleasing results the chief is the examination

of every student on every subject partly by writing as well as orally. The effects of this change have been so elevating and salutary that the Faculty desire to improve and extend the system."

This was the beginning of the system of written examinations in the University, a system which has been maintained ever since with the most beneficial results.

The number of students in 1850-51 was: Seniors, nine; Juniors, twenty-seven; Sophomores, thirty-five; Freshmen, twenty; total, ninety-one. Graduates at commencement in 1851, nine.

The collegiate year of 1851-52 may be briefly chronicled as a year of peace, with no events for special record.

At the meeting of the board in July, 1852, Mr. Emmanuel V. Scherb, of Boston, was elected professor of modern languages, and Mr. George Benagh, who had been for two years previously tutor of pure mathematics, was made full professor in the same department.

The number of students in 1851-52 was: Resident graduates, one; Seniors, nineteen; Juniors, twenty-seven; Sophomores, forty-one; Freshmen, thirty-eight; total, one hundred and twenty-six. Graduates at commencement, nineteen.

The Legislature of Alabama, at its session in the winter of 1851-52, made a gift to the University of the old State capitol, together with its furniture and fixtures. The furniture was removed to the University. The massive mahogany chair, which is occupied by the president of the corporation during the exercises of commencement day, is one of the few relics of this ancient furniture, and was the chair occupied by the president of the Senate.

The desks and chairs which are used by the trustees at their annual meetings are all of this furniture that was saved from the destruction of the University, and are the chairs and desks which were used in one of the houses of the General Assembly.

CHAPTER XVI.

Epidemic among the Students—Chair of Modern Languages Refilled—Geological Survey of Alabama—Professor Tuomey's Second Annual Report—Resignation of Dr. Garland.

In the early part of the year 1853 an epidemic of typhoid pneumonia prevailed among the students. There were twelve or thirteen cases. The University received a painful shock in the death of four promising young men. During this unusual season of calamities a panic among the students, extending itself to their parents and friends at home, drove many of them from the University, and so disturbed the minds of those who remained at the post of duty that but little study was done from the 20th of January to the 26th of February. It required

all the address that the members of the Faculty could command to inspire confidence during this period of intense anxiety. At last, about the first of March, confidence being restored, the absent students, for the most part, returned, and the accustomed diligence of the whole body was renewed. With the exception of this interruption of work, by reason of sickness among the students, the academic year 1852-53 was one of unusual prosperity.

The number of students was: Seniors, fifteen; Juniors, twenty-four; Sophomores, forty-five; Freshmen, thirty-three; total, one hundred and seventeen. A. B. graduates at commencement in July, 1853, fourteen.

The professorship of modern languages being still vacant, the Faculty, in August, 1853, appointed for the term of one year Mr. André Deloffre, of Selma, instructor in modern languages. Mr. Deloffre began his labors in the University at the beginning of the autumn term, in October, 1853. In July, 1855, he was made by the board full professor in his department, and continued to hold this position until the destruction of the University in 1865.

By an act of the General Assembly, approved February 3, 1854, provision was made for a complete and thorough geological exploration of the State, "so as to determine accurately the quality and characteristics of its soils, and their adaptation to agricultural purposes, its mineral resources, their location and the best means for their development, its water powers and capacities, and generally everything relating to the geological and agricultural character of the State."

The Governor was authorized to appoint a State geologist at an annual salary of twenty-five hundred dollars, who should, during the period of his service, hold no other office in the State. The sum of ten thousand dollars was appropriated out of the State treasury to pay the expenses of the survey. The Governor, as empowered by the act, appointed Professor Tuomey to perform the service contemplated. Professor Tuomey accepted the appointment and tendered his resignation as professor of geology, mineralogy, and agricultural chemistry in the University of Alabama, to take effect as soon as he could complete the work of instruction for the Senior class of the year.

Professor Tuomey left the University and began the work of the survey May 22, 1854. The exploration was continued during the years 1854-55 by him with the assistance of Prof. Edward Q. Thornton, a graduate of the University of the class of 1853; of Prof. Oscar M. Lieber, of South Carolina College, to whom were assigned parts of the work in the field; and of Dr. John W. Mallet, of Trinity College, Dublin, who had charge of the chemical department of the survey. A report of the work was drawn up by Professor Tuomey and presented to the Legislature in November, 1855. The unexpected illness and death of Professor Tuomey, in March, 1857, and the neglect of the State printers, led to a long delay in the publication of this work. It finally appeared in 1858 under the title: *The Second Biennial Report*

on the Geology of Alabama, edited from the author's MS. and other papers by John W. Mallet, Ph. D., professor of chemistry in the University of Alabama.

The work in which Professor Tuomey was engaged required some connection with the University. If the State geologist had been left to furnish a laboratory and cabinets, and to purchase the books necessary to the successful prosecution of his work, out of the limited appropriation made by the Legislature, his investigations would have been greatly embarrassed. The trustees therefore granted him the occupancy of rooms in the University and gave him the privilege of using all the apparatus belonging to the analytical laboratory, and the collections of minerals, shells, and fossils, while pursuing his investigations within doors. Professor Tuomey, in this way, retained a semi-official connection with the University, and, as a fair return for the facilities afforded him, he continued to deliver during the winter months, gratuitously, the courses of lectures formerly delivered by him to the classes.

The University sustained another serious loss this year in the resignation of Landon C. Garland, professor of natural philosophy and astronomy. Dr. Garland resigned his place in February, 1854, to take the presidency of the North-East and South-West Railroad Company, a corporation then recently organized to build a railroad from Meridian, Miss., to Wills Valley, Ala.

CHAPTER XVII.

Resignation of Professor Barnard—Serious Loss to the University—Remarks upon his Character and Attainments—Biographical Sketch of the Distinguished Professor—Other Changes in the Faculty—Salaries Restored at the Urgent Request of President Manly—New System of Collegiate Instruction—Its Abandonment.

In May, 1854, Prof. Frederick A. P. Barnard notified the president of the board of his purpose to dissolve his connection with the University on the first day of October following.

The loss to the University of this eminent scholar was felt by the trustees to be a calamity. He had been connected with the institution from the beginning of Dr. Manly's administration. A man of great industry in scientific labors, and of extraordinary acquisitions in all departments of learning, he had won a reputation for himself and for the University which had passed the borders of the State and become in great measure national. During the eighteen years in which he had been connected with the University, by his profound and varied learning, by the promptness, assiduity, and enthusiasm with which he had discharged his duties, by his warm and hearty sympathy with the students who year after year came within the sphere of his genial influence,

by his deep interest in the prosperity of the University and his untiring exertions to make it the equal of any school of learning in the Union, he had earned and won the love and admiration of trustees, professors, graduates, students, and, in fact, of all the people in the State who knew his peculiar fitness for the vocation to which he had been called.

It will not be considered out of place in this connection to give a rapid sketch of the life of this able and distinguished gentleman.

Frederick Augustus Porter Barnard was born in Sheffield, Mass., May 5, 1809. He has given in the Forum, under the title, *How I Was Educated*, a sketch of his early training. He was graduated in Yale College in the class of 1828, was tutor of mathematics in the same institution in 1829, and taught for two years in the institutions for the training of the deaf and dumb in Hartford and New York. In 1837 he was elected to the professorship of mathematics, natural philosophy, and astronomy in the University of Alabama, and came to Tuscaloosa in the spring of 1838. He discharged with singular ability the duties of this chair until January, 1849, when he was transferred, at his own request, to the professorship of chemistry and natural history.

In 1854 he took orders in the Episcopal Church, and in the spring of that year was ordained deacon by the Right Rev. N. H. Cobbs, bishop of Alabama. His first sermon, on the subject of Justification by Faith, was preached in Christ Church, Tuscaloosa.

Professor Barnard resigned his place in the University of Alabama the same year, and became professor of physics and astronomy in the University of Mississippi. Two years later he was chosen president of that University, and held office until the University was suspended in 1861 by the outbreak of the War between the States.

In 1865 he was chosen president of Columbia College, in the city of New York, which office he continued to hold until his death, on the 27th of April, 1889, when he was within eight days of his eightieth year.

Among the published works of Dr. Barnard may be mentioned: *An Analytic Grammar of the English Language*, 1836; *Barnard's Arithmetic*, printed in Tuscaloosa, 1843; *Letters on Collegiate Government*, printed originally in Henry Barnard's *Journal of Education*, and afterwards collected in book form, 1855; *History of the United States Coast Survey*, 1857; *The Metric System*, 1871. Dr. Barnard was editor-in-chief of *Johnson's Cyclopaedia*, New York, to which he contributed a large number of articles on scientific and literary topics. Yale College conferred upon him in 1859 the honorary degree of doctor of laws; the University of Mississippi, in 1861, the degree of doctor of divinity; and in 1872 the honorary degree of L. H. D. (*Litterarum Humaniorum Doctor*) was bestowed upon him by the regents of the University of New York.

Dr. Barnard always retained his affection for the University in which he began his career as a professor. The University of Alabama re-

ceived from him a few years ago a copy of Johnson's Cyclopaedia bound in full morocco, with an appropriate inscription on the cover.

The following graceful and touching memorial of his virtues and his services, from one who is himself distinguished in the world of letters, is here inserted :

[From The School Journal (N. Y.), May 11, 1889.]

“ PRESIDENT BARNARD.

“ By Prof. NICHOLAS MURRAY BUTLER, Ph. D., Columbia College.

“ In responding to the request of the editor, to lay before the readers of the Journal a brief tribute to the memory of him who has been called from the ‘ highest academic distinction to which any ambition could aspire ’ to his eternal rest, I find myself unable to give adequate expression to my sense of the loss which the cause of American education has sustained in the death of Frederick A. P. Barnard, eighth president of Columbia College. Though a life of full four-score years was behind him, President Barnard's greatest work lay still before him. It had taken all these years for circumstances to combine to render possible the consummation of the lofty ideal which he had formed for the true American university, which should be at once the product and the inspiration of our national education. His great life ebbed painlessly and peacefully away just when the fruit of his untiring labors was to be gathered in. To President Barnard's broad vision, wise judgment, and generous enthusiasm is due not only the Columbia College of today, but also the university which will rise out of it and above it in the near future.

“ In the scope and profundity of his learning, in the breadth of his sympathies, and in the unselfishness of his enthusiasm, President Barnard has had no equal in the whole long list of American educators. His work at Yale College, among the deaf and dumb, at the Universities of Alabama and Mississippi, and finally in a quarter of a century's service as president of our great metropolitan college, gave him an educational experience seldom, if ever, equalled. In the petty bickerings which some are wont to dignify with the name of educational discussions President Barnard took no part. He was concerned with more lofty and more serious matters. Though a warm and consistent friend of technical and professional schools, he never believed that a group of such could constitute a university; and while ardently advocating elective studies in the college course, his judgment never confused a college, however liberal and multifarious its instruction, with that university for the creation of which he freely gave his ripest thought and tireless energy.

“ Scientist, scholar, educator, venerable and honored, President Barnard, with a good work well done, has

“ ‘ Passed

To where beyond these voices there is peace.’ ”

The year 1854 must be regarded as one of the eventful years in the history of the University. Three of the leading professors had resigned their places, and these were places difficult adequately to supply. An inquiry into the cause of the sudden departure of these eminent gentlemen had led the board to the conclusion that the salaries paid the professors were inadequate to command the best ability. The cost of living had measurably increased in the past ten years, and salaried men in other vocations were getting better stipends.

The board accordingly, in July, 1854, increased the salaries of the professors from \$1,750 to \$2,000 per annum. The salaries of the two tutors were increased at the same time from \$800 to \$1,000. The president's salary remained at the sum fixed by the board in 1843, viz, \$2,500.

The number of students in 1853-54 was: Seniors, fifteen; Juniors, thirty; Sophomores, fifty-one; Freshmen, twenty five; total, one hundred and twenty-one. A. B. graduates at commencement in July, 1854, fourteen.

The board of trustees, at their regular meeting in July, 1852, with the view of getting full information touching the comparative merits of the two systems of collegiate study then prevailing in the United States—namely, the time-honored curriculum requiring four years for the attainment of the degree of bachelor of arts, with a division of the students into classes called, respectively, senior, junior, sophomore, and freshman, and the eclectic system, first introduced by Mr. Jefferson into the University of Virginia, which abolished the class system and permitted all students, under certain necessary restrictions, to pursue the studies of their choice—had requested Dr. Manly to visit during the summer vacation the most prominent colleges and universities in the Union, to examine the methods of study prevailing in them, and to report, with recommendations, to the next regular meeting of the board.

The results of Dr. Manly's investigations were embodied in a Report on Collegiate Education, presented to the trustees in July, 1853, and printed, by order of the board, in a pamphlet of more than a hundred pages. Dr. Manly's conclusions were adverse to the introduction of the Virginia University system into the University of Alabama. The board, nevertheless, at the earnest request of its president, the Hon. John Anthony Winston, then Governor of Alabama, resolved to give the new system a trial in a modified form.

The system of four classes was retained, but the old names, senior, junior, etc., were set aside, and the classes were to be designated, beginning with the lowest, "the class of the first year," "the class of the second year," etc. Each student under twenty-one years of age was required, on entering the University, to produce from his parent or guardian a written declaration of his special object in coming to the University, and the Faculty were to prescribe for him a course of study best adapted to enable him to accomplish his object in the shortest time.

The new system was to begin with the autumn term, 1854. In the

mean time the board of trustees requested the Faculty to investigate the merits of the system still further, and to embody their views in a report to the board, to be presented in July, 1854. The Faculty appointed a committee of their body to prepare this report. The committee consisted of Professors Barnard, Pratt, and Benagh. The report itself, written by Prof. F. A. P. Barnard and signed by himself and Professor Pratt, was an elaborate essay on the general subject of collegiate education. It was printed by order of the board in a pamphlet volume of two hundred and sixty pages, and is a valuable contribution to the literature of the subject of which it treats. The views of the committee and of a majority of the professors were adverse to the new system. It was faithfully tried for three years without any marked improvement in the morals or scholarship of the students, and without adding to the number of students. The board, in July, 1857, ordered a return to the old system.

CHAPTER XVIII.

Illness of Professor Stafford—He Takes a Respite and Tutor W. S. Wyman is Assigned to his Classes—Resignation of President Manly—His Final Words to the Board of Trustees—Sketch of his Life, Character, and Services.

During the collegiate year 1854-55 the duties of the chair of chemistry were discharged by Dr. John W. Mallet, who had recently been appointed analytical chemist for the State geological survey.

Professor Tuomey delivered to the Senior class, without charge for his services, his usual course of lectures on mineralogy, conchology, and geology. The professorship of natural philosophy and astronomy, made vacant by the resignation of Dr. Garland, was filled by Mr. Benagh, the professor of mathematics, and the duties of Mr. Benagh's chair were discharged by Mr. Robert K. Hargrove, a graduate of the University of the class of 1852, who had been elected instructor in mathematics the preceding year.

Near the close of the second term, March, 1855, the health of the professor of ancient languages, Mr. Samuel M. Stafford suddenly failed. The president and the other professors, impelled by the conviction that the University owed a large part of its prosperity to Professor Stafford's fidelity and devotion during the past eighteen years, and under the written advice of his medical advisers, gained his consent to take a respite from duty. Mr. William S. Wyman, a graduate of the University of the class of 1851, who had been for two years tutor of Latin and Greek, was requested to take charge of all the duties of Professor Stafford, while his own, thus vacated, were provided for by calling in the aid of Mr. Richard Furman, an alumnus of 1839. Professor Stafford availed

himself of the needed season of rest, and the board, at the end of the year, allowed him his salary for the whole year.

On the 19th of April, 1855, the president of the University, Rev. Basil Manly, D. D., admonished by failing health, forwarded his resignation of the presidency to the president of the board, to take effect on the first day of October. In his last report Dr. Manly says: "Having spent eighteen years in your service with whatever of ability God has bestowed upon me, and feeling it to be a duty now to withdraw, the undersigned asks the privilege of resigning. A single trustee¹ and a single member of the Faculty² remain in either body with whom the undersigned began his official career.

"It has been the steady aim of the undersigned, and of that body of able and honest men who have composed the Faculty of this University for the last eighteen years, to raise and maintain a high standard of scholarship. To have done this is a great achievement for a college, for a State, and for posterity, essentially involving the true elevation and advancement of a people for all time. The gratifying consciousness is ours that we have reared for the University an elevated standard of scholarship; that notwithstanding the paucity and insufficiency of schools, the indulgent spirit of wealthy parents, and the alleged indisposition of Southern youth to severe application, we have inspired the ambition of high attainments in the ingenuous young men who have remained with us, and have dismissed them to their employments in the world, endowed with self-mastery and prepared to stand with no enfeebling consciousness of inferiority on any platform of duty and trial to which the providence of God may call them.

"Grateful for all your generous confidence and much attached to you individually by the amenities of a kindly intercourse, I now surrender to you the important trusts committed to my hands."

SKETCH OF DR. BASIL MANLY.

Basil Manly was born near Pittsborough, in Chatham County, N. C., on the 29th day of January, 1798. At the age of eighteen he was licensed to preach the Gospel. In 1819 he entered the Junior class of South Carolina College, from which he was graduated in 1821 with the first honors. He was ordained to the ministry in 1822, and was pastor of the Baptist church in Edgefield, S. C., for four years. During his residence in Edgefield, on the 23d of December, 1824, he was united in marriage with Miss Sarah Murray Rudolph. In 1826 Mr. Manly removed to Charleston and became pastor of the First Baptist church.

During his pastorate in Charleston Dr. Manly won a high reputation as a preacher. Here he began his labors for the promotion of ministerial and secular education of young men—labors that were to be continued during all the remaining years of his long and useful life. He was one of the leaders of the movement that resulted in the estab-

¹ Col. Francis Bugbee.

² Professor Stafford.

lishment of Furman University, at Greenville, S. C., and of the flourishing Baptist Theological Seminary, at Louisville, Ky.

In 1837 Dr. Manly resigned his pastorate to accept the presidency of the University of Alabama. He found the institution over whose destinies he had been called to preside in a languishing condition. It was a fortunate circumstance for the University and for the people of Alabama that he united in himself the qualities that gave fitness for the duties of this high and responsible office. He was upright and honest, faithful and laborious. He was a man of rare practical wisdom, entering heartily into sympathy with the young men intrusted to his guidance and counsel. His methods of governing were firm and positive, but always kind and fatherly. In him, as the executive officer of the Faculty, judgment was always tempered with mercy. In social intercourse Dr. Manly was instructive, cordial, and sympathetic. His mind was acute, ready to perceive and duly weigh the sentiments of others. It was well stored with learning, far more extensively so than his modest exhibitions of it would lead one to imagine. It required some scholarship in others to perceive the depth of the investigation he had made of the subjects he had studied, or to recognize the wide range to which he had extended his researches. With these mental acquirements was united a spirit of playfulness and humor which gave a charm to his conversation. No one could better appreciate true wit or genuine humor. No one enjoyed an innocent pleasantry more than he. To the outside world this only made him more companionable and fitted him better for his work. It never led to levity. It never tempted him to give pain to others.¹

During Dr. Manly's administration the University reached a high condition of prosperity and usefulness. He always insisted that the bachelor's diploma should be to the world a badge of high scholarship. The results of this insistence are shown in the fact that among the graduates of the University of his time are to be found to-day many of the most highly educated men of the South. Statesmen, lawyers, clergymen, bishops, presidents and professors in college, well-trained scholars in commercial life, men of influence, in short, in every vocation.

After Dr. Manly's resignation of the presidency he filled for two years the pulpit of the Wentworth Street Baptist Church, in Charleston. In 1859 he returned to Alabama and labored as missionary and general evangelist under the charge of the board of domestic missions of the Southern Baptist Church. In 1861 and 1862 he was pastor of the First Baptist Church, in Montgomery, Ala. In 1864 he was smitten with paralysis, from which he afterward partially recovered. Although he continued to preach as occasion offered and his enfeebled condition permitted, he was never after this engaged in any active employment.

He died December 21, 1868, at the residence of his son, Rev. Basil Manly, Jr., in Greenville, S. C., in the seventy-first year of his age.

¹ Dr. Boyce's Funeral Discourse, p. 66.

The number of students in the University in 1854-55, Dr. Manly's last year, was: Class of the fourth year (Seniors), twenty-four; class of the third year (Juniors), eighteen; class of the second year (Sophomores), forty; class of the first year (Freshmen), thirty; total, one hundred and twelve. Graduates at commencement in July, 1855, twenty-three.

During the eighteen years of Dr. Manly's presidency there were two hundred and fifty-two graduates. Large numbers every year had been required to withdraw for want of scholarship. During this period five distinguished gentlemen of the United States were honored by the board with the degree of doctor of laws, ten with the degree of doctor of divinity, and the honorary degree of master of arts was conferred on forty-seven.

THIRD PERIOD: A. D. 1855—1865.

CHAPTER XIX.

Dr. Garland Elected President—Changes in the Faculty—Continued Ill Health and Resignation of Professor Stafford—Sketch of his Life—Death of Professor Tuomey—Biographical Sketch of the Distinguished Geologist.

At the twenty-fourth "commencement" of the University, July, 1855, the board of trustees elected Dr. Landon C. Garland, sometime professor of mathematics, natural philosophy, and astronomy, to the presidency of the University. Mr. George Benagh, who had been occupying the chair vacated two years before by Dr. Garland, was elected professor of natural philosophy and astronomy; Mr. Tuomey, the State geologist, was elected professor of chemistry, mineralogy, and geology, with a year's leave of absence to complete the geological work in which he was then engaged. Mr. Tuomey continued his lectures to the Senior class without compensation from the University, and Dr. John W. Mallet was appointed lecturer in chemistry for the year.

The two tutors, Messrs. W. S. Wyman and Robert K. Hargrove, were raised to the dignity of professors. Mr. Wyman was chosen associate professor of ancient languages and Mr. Hargrove associate professor of mathematics.

The Faculty of the University at the beginning of Dr. Garland's term consisted of the following officers of instruction:

Landon C. Garland, LL. D., president, and professor of moral and mental science; Samuel M. Stafford, M. A., professor of ancient literature; Rev. John W. Pratt, M. A., professor of logic, rhetoric, and oratory; George Benagh, M. A., professor of mathematics, natural philosophy, and astronomy; André Deloffre, professor of modern languages;

William S. Wyman, M. A., associate professor of ancient languages; Michael Tuomey, M. A., professor-elect of chemistry, mineralogy, and geology; Robert K. Hargrove, M. A., associate professor of mathematics; John W. Mallet, Ph. D., lecturer in chemistry; and W. S. Wyman, secretary of the Faculty.

Contrary to the hopes and expectations of the trustees and of his colleagues in the Faculty, Professor Stafford's health did not improve during the year. At the opening of the collegiate exercises in October, 1855, he was unable to resume his duties, and, in order to give him a still longer period of rest, Mr. Wyman was temporarily transferred to the professor's place, and Mr. John A. Jones, a recent graduate of the University, was appointed tutor of ancient languages, to take the work of Mr. Wyman. January 1, 1856, Professor Stafford resumed the duties of his chair. His health, however, continued to decline, and it was manifest that the University would soon lose his valuable services. In much bodily weakness he continued, with the assistance of Mr. Wyman, to discharge his duties to the end of the session. Conscious of his physical inability to endure for the future the labors he had sustained in the past, he resigned his place in July, 1856, and retired to private life. His retirement was the occasion of deep regret to all the friends of the University.

Professor Stafford was a native of South Carolina. He was graduated at South Carolina College in 1818, and was master, for many years, of a flourishing boarding-school for boys, at Winnsborough, S. C. His reputation as a classical scholar, and the high standing of the pupils prepared by him for South Carolina College, led the trustees of the University of Alabama in 1837 to offer him the professorship of ancient literature. He served in this place for nineteen years. By his accurate scholarship, his many private virtues, his official fidelity and ability, he gained the unqualified admiration of all who were ever associated with him. Mr. Stafford lived in retirement in Tuscaloosa for twenty years after he left the University. His wife, Mrs. Maria B. B. Stafford, a lady blessed with intellectual and social accomplishments of the highest order, took charge in 1856 of the Tuscaloosa Female Institute. Here Professor Stafford, in the companionship of his books and of numerous congenial friends, found rest and solace during the remainder of his life.¹

The number of students, 1855-56, was: Resident graduates, two; students of the fourth year (Seniors), fifteen; students of the third year (Juniors), twenty-nine; students of the second year (Sophomores), forty-two; students of the first year (Freshmen), forty; total, one hundred and twenty-eight. Graduates at commencement in July, sixteen.

In July, 1856, the chair of ancient languages was divided. Mr. Wyman, who had been for four years an instructor in this department of

¹ He lies buried in the Tuscaloosa cemetery. His tombstone bears the simple inscription, "PROFESSOR STAFFORD."

the University, was made professor of the Latin language and literature. The newly established chair of the Greek language and literature was given to the Rev. Archibald J. Battle, an alumnus of the class of 1846, who had been a professional teacher for many years, and for one year tutor of Latin and Greek in the University. Dr. Mallet, who had for some time been the instructor in chemistry, was made the permanent professor of chemistry.

Professor Tuomey, who had now finished the work of the State geological survey, resumed, at the beginning of the autumn term, the duties of his professorship. In February, 1857, his health became somewhat impaired, and leave of absence was granted him to visit Mobile, with the hope that a brief rest would restore him to his wonted vigor. Professor Tuomey left Tuscaloosa to visit his friend, Dr. Josiah C. Nott, of Mobile, about the middle of March. He was destined never again to cross the threshold of his lecture room. His malady was pronounced to be heart disease. He was brought back to Tuscaloosa in a dying condition during the last days of March, and expired on the 30th day of March, 1857.

Michael Tuomey was born in the city of Cork, Ireland, on St. Michael's Day, September 29, 1805. After getting a good classical education in the schools of Ireland and England, he came in early manhood to the United States, and engaged first in agriculture. Finding this not suited to his taste, he entered the Rensselaer Polytechnic Institute, at Troy, N. Y., from which he was graduated in 1835. He was engaged for a time in civil engineering and in teaching.

From the beginning of his career as an instructor a large part of his time was given to studies and researches in those branches of science in which he afterwards reached eminence. In 1844 he was appointed State geologist of South Carolina. His Report on the Geology of South Carolina, published in quarto form at Columbia in 1848, is regarded as a most valuable contribution to the geological history of the United States. Professor Tuomey was the first to call attention to the phosphate beds in the lower part of the State, which have, since his day, been so largely developed and converted into commercial fertilizers.

He came to the University of Alabama in 1847, as professor of geology, mineralogy, and agricultural chemistry. Besides the two reports on the geology of Alabama already referred to in these notes, Mr. Tuomey was the author, in connection with Prof. F. S. Holmes, of Charleston College, of the Fossils of South Carolina, a quarto volume published in numbers from 1851 to 1857. He was a frequent contributor of articles on geology and kindred subjects to Silliman's Journal and other scientific periodicals.

The esteem in which Professor Tuomey was held by his colleagues and the personal characteristics of the man are well set forth in the pages of the journal of the proceedings of the Faculty of the University, inscribed to his memory on the mournful occasion of his death:

“The Faculty of the University of Alabama desire to transmit to those who shall hereafter read this journal a faint expression of their profound grief and a brief testimonial of their high regard for their deceased colleague.

“It is not for us, at this time, to enumerate his varied accomplishments as a man of science. His own hand has recorded his fame in his profession. The soil of Alabama, in which he sleeps, the rocks and fossils of the State, will be inseparably connected with his labors.

“But it is our part to bear our testimony to what we have known of the man in our daily intercourse with him.

“His enthusiasm for natural science, his practical turn of mind, his facility in imparting knowledge, and his earnest devotion to sound learning, combined to make him one of the most agreeable, popular, and valuable instructors.

“His ready humor, his earnest but unobtrusive philanthropy, his refinement of heart and mind, his kindly interest in the welfare of all with whom he associated, threw a genial glow over his social intercourse and made him a most charming companion in every circle, while they served to endear him to all who were honored with his more intimate friendship.

“His courage and truthfulness, his straightforward honesty and in-born contempt for everything mean or low or sordid, his dignity and manliness combined with childlike simplicity and freedom from ostentation, his detestation of empiricism and mere display, all commanded our respect and won our unqualified admiration.

“One trait in his character deserves from us especial mention, because it was generally known only among those whose heartfelt grief will never reach the public ear. This was his undying devotion to his native land. It did not display itself in a noisy publication of her glories or her wrongs, or in an ungrateful depreciation of his adopted country and its institutions, but in a quiet but active sympathy for those of his countrymen whom fortune or misfortune had driven to our shores. He recognized in every Irishman, no matter how humble in station, a representative of the land of his nativity, in whose soil the ashes of his mother were reposing.

“In his death the people of Alabama, the community in which we live, and, most of all, ourselves, have sustained a loss which in sadness and silence we bitterly deplore.

“We claim the privilege of mingling our grief with the tears of his kindred, and of tendering them that consolation which they may derive from the assurance that we drink with them of the same cup of bitterness.”

Mr. Tuomey, though an Irishman by birth, was strongly attached to the Protestant faith as represented by the creeds and formularies of the Church of England.

He was an ardent admirer of Martin Luther, and often compared him with John Calvin to the disparagement of the latter.

His body reposes in Evergreen Cemetery, hard by the University which was the theatre of a large part of his active labor. At the head of the grave stands a monumental cross, constructed after the model of the cross of St. Martin in the Island of Iona.

CHAPTER XX.

Resignation of Professor Hargrove—His Subsequent Career—Abrogation of the Modified "Open System" of Collegiate Studies—Another Trial of the Eclectic System—Report of Dr. Garland thereon—Resignation of Professors Battle and Mallet.

In July, 1857, Mr. Robert K. Hargrove resigned the professorship of mathematics. During his stay in the University he had given himself to the work of his calling with zeal and industry. Endowed by nature with an intellect that was singularly clear and logical, with a special fondness for the study of the exact sciences, had he retained his chair in the University he would have added to the growing reputation of his *alma mater*.

Bishop Hargrove was born in Pickens County, Ala., September 17, 1829. After careful preparation he entered the Sophomore class of the University in October, 1849, and graduated with high honors in 1852. After his career as a teacher in the University he was pastor of Methodist churches in Columbus, Miss., Mobile, Ala., and other places. After the War he was for a time president of the Centenary Institute, at Summerfield, Ala. From 1868 to 1873 he was president of the Tennessee Female College, at Franklin. In 1882 he was raised to the dignity of bishop in his church.

Bishop Hargrove, although he is the youngest bishop in his college, has already given remarkable proofs of his adaptability to the work of a bishop. He was the author of an honorable and successful financial scheme by which the publishing house of his church was saved from bankruptcy. He originated also the department of women's work in his denomination for church extension and the building of parsonages.

He was a member of the commission of his church which succeeded in 1878 in establishing fraternal relations between the two great branches of Methodism in the United States.

The board of trustees of the Vanderbilt University have elected him to succeed the lamented Bishop McTyeire. His selection for the head of this great institution of learning is a happy one, and he is a fitting successor of the late revered and learned president.

The number of students in the collegiate year 1856-57 was: Class of the fourth year (Seniors), nineteen; class of the third year (Juniors), thirty-three; class of the second year (Sophomores), forty seven; class of the first year (Freshmen), forty-five; total, one hundred and forty-four. Graduates at the commencement in July, 1857, nineteen.

This was the largest number in any year from the beginning up to that date.

The only matters worth recording for the collegiate year 1857-58 are—

First, an affray on the 4th of June, 1858, among several students of the University, in which one was killed. An investigation by the civil authorities led to the acquittal of the student who fired the fatal shot, as it was a clear case of self-defence. This affair was, nevertheless, damaging to the University, as the greatly diminished number of students during the next two years proved.

Second, the abrogation by the board of the modified "open system" of collegiate studies, and the restoration of the old classical curriculum.

The number of students in 1857-58 was: Seniors, twenty; Juniors, thirty-four; Sophomores, thirty-two; Freshmen, twenty-six; total, one hundred and twelve. Graduates in July, 1858, twenty.

The collegiate year 1858-59 passed quietly, with no events demanding special notice, except it be the large falling off in the number of students.

The number of students in 1858-59 was: Seniors, twenty-six; Juniors, fifteen; Sophomores, thirty-one; Freshmen, eleven; total, eighty-three. Graduates in July, twenty-six, the largest number thus far.

At their meeting in July, 1859, the trustees once more introduced a radical change in the curriculum of the University. The division of students into four classes, Freshman, Sophomore, Junior, and Senior, was set aside, and every student seeking admission to the University was permitted to select such studies as he pleased, on the following conditions, namely:

First, that the previous attainments of the student should warrant his entering upon the studies selected, of which the professor at the head of the department was to be the sole judge so far as his own department was concerned.

Second, that each student should take at least three departments.

Third, that if from any cause whatever it should be found that the student had undertaken more than he could successfully accomplish, the Faculty should have the power, at their discretion, to require him to discontinue one or more studies for the time.

The course of instruction was distributed into eight departments:

1. The department of moral and mental science.
2. The department of logic, rhetoric, and oratory.
3. The department of Latin.
4. The department of Greek.
5. The department of modern languages.
6. The department of pure mathematics.
7. The department of natural philosophy and astronomy.
8. The department of chemistry, mineralogy, and geology.

Each department was divided into three classes, junior, intermediate, and senior. Students who completed the studies of the junior and in-

intermediate classes in any department with a grade of not less than fifty per cent. of the maximum were to receive a diploma of graduation from that department, to be conferred in public, and were to be numbered among the alumni of the University. Students who completed the junior and intermediate studies of all the departments with a grade of not less than fifty per cent. were to receive the degree of bachelor of arts. Students who completed the studies of all the classes in the several departments with a grade of scholarship not less than seventy-five per cent. were to receive the degree of master of arts. The degree of master of arts *in course*, which up to this time had been conferred upon any bachelor of arts of three years' standing, was abolished.

This system of courses and degrees was substantially the eclectic system established in the University of Virginia by Thomas Jefferson in the year 1825. The successful operation of this plan in the famous Virginia University for nearly forty years led the authorities of the University of Alabama to believe that equally good results could be secured by its introduction there.

But results did not equal expectations. In his annual report to the board in July, 1860, President Garland gives his views of the operation of the new system: "We have now had an experience of twelve months in the operation of the system adopted by the board of trustees in July, 1859. Its results are satisfactory in some respects, but unsatisfactory in others.

"In honorable bearing and in polite intercourse with their instructors, the conduct of the students has been more commendable than it formerly was.

"In morals I perceive no change for the better or worse. They have always had it in their power to indulge in vice, if they were so disposed to do; and the greater liberty of the system to which they are now subjected does not seem to have increased the tendency to indulgence.

"It is in respect to scholarship that the system has worked less satisfactorily. In each of the classes there are a few whose scholarship is as high as that known hitherto in the institution; but the scholarship of the majority is below the average attained under the rigid system. But I do not consider the result as indicative of a radical defect in the essential features of the 'open system.'

"While there is no objection to allowing a student to remain at the University as long as he pleases, provided he conducts himself with propriety, yet respectable attainments ought always to be required in order to receive the approbation of the corps of instructors.

"Drop your standard to any degree you please and there are many students who will drop with it, and will be fired with an ambition no higher than that of barely coming within the limits of approbation."¹

The system was fairly tried for many years and was finally set aside by

¹ Presidents' Reports to the Board, Vol. I.

the present board for the system now in use, a system of fixed parallel courses, with liberty of choice to the students between the courses, but not between the studies of the various departments.

At the end of the academic year two of the professors severed their connection with the University. Rev. Archibald J. Battle resigned the chair of Greek to take the presidency of the Alabama Central Female College, an institution for the training of girls and young ladies, which had been recently founded by the Baptist denomination in Alabama. Dr. Battle was subsequently president of Judson Female Institute, at Marion, Ala. He has been for many years president of Mercer University, Macon, Ga.

By his energy, efficiency, and varied accomplishments he has largely increased the usefulness of the institution over which he presides. Mr. Battle received in 1872 the degree of doctor of divinity from Howard College and from Columbia University, and the same degree from the University of Georgia in 1873.

Dr. John William Mallet gave up the professorship of chemistry, mineralogy, and geology to accept the professorship of chemistry in the Medical College of Alabama, at Mobile. Dr. Mallet at the request of the board continued for one year after his resignation to deliver the usual course of lectures in chemistry in the University. In 1862 he entered the military service of the Confederate States as aide-de-camp to Maj. Gen. R. E. Rodes. He was afterwards transferred to the ordnance department of the Confederate service. After the War Dr. Mallet once more engaged in the business of his calling. He is now the learned and accomplished professor of chemistry in the University of Virginia.

At the commencement in 1860 there were eleven graduates with the degree of bachelor of arts.

The number of students in the University was ninety-five. Of these there were in the department of ethics, eleven; logic, rhetoric, etc., eighty; Greek, eighty-six; Latin, eighty-nine; modern languages, thirty-six; mathematics, fifty-nine; natural philosophy, etc., thirty-four; chemistry, etc., forty.

In the autumn of 1859 three new professors' houses were erected at the University at a cost of four thousand dollars each; one near the observatory, for Mr. George Benagh, professor of natural philosophy and astronomy and director of the observatory; another, near the south-east corner of the college green, for Professor Battle, of the Greek department; and a third, immediately east of the Lyceum, for Professor Wyman, of the department of Latin.¹

¹Of these edifices two yet remain. The first is now the residence of Col. R. A. Hardaway, professor of civil engineering, and the second is occupied by Dr. Eugene A. Smith, professor of chemistry, mineralogy, and geology. The third, which was long the residence of Dr. B. F. Meek, professor of English literature, was during the past year (1888) removed to make room for the new public building called Garland Hall, and rebuilt on an improved plan immediately east of the campus.

CHAPTER XXI.

More Houses Erected for Professors—A New College Hall—Important Legislative Action—Increase of the University Endowment—Military Department Established—Advantages of the New System—Disturbance and Depletion of the University by the Military Excitement.

About this time a new college hall was completed on the east side of the campus, immediately opposite to Franklin College on the west, and named Madison College. It was of the same dimensions and exterior appearance as Franklin College, and was built at a cost of twelve thousand dollars. In this building were the halls of the two literary societies of the University, the Erosophic and the Philomathic. These halls, with their libraries, containing about five thousand volumes, embraced nearly the whole of the second story. The third story was divided into sleeping apartments for students. The first story was occupied with lecture rooms and the winter chapel, and, during the last two years of the Civil War, with the dining-hall of the University.

At the session of the Legislature of 1859-60 an act was passed, with reference to the University, of the utmost importance in several points of view.

First, the endowment fund of the University was increased from two hundred and fifty thousand dollars, the amount which had been arbitrarily fixed by the act of February 21, 1848, as the sum of the indebtedness of the State to the University, to three hundred thousand dollars.

Secondly, the treasurer of the State was required to calculate the interest at the rate of six per cent. per annum on the sum of fifty thousand dollars from the 21st day of February, 1848, to the 21st day of February, 1860, and pay the sum thus ascertained to the treasurer of the University or to any other authorized agent of the University of Alabama.

This act was approved February 23, 1860. Thus, just twelve years and two days after the unwarrantable curtailment of the endowment fund in 1848, the enlightened and patriotic Legislature of 1859-60 restored to the University a large part, at least, of what had been so long withheld.

The third section of the act of February 23, 1860, provided that there should be established a military department in the University, and that the students should be placed under military discipline.

The fourth section required that the superintendent¹ of the military department and all other officers of this department should be commissioned by the Governor, and constitute a part of the military of the State, and have such rank as the Governor might assign.²

¹ The president of the University.

² Acts of 1859-60, pp. 25-26.

The introduction of the military regimen into the University for the better government of the students had been for several years a favorite scheme of the president of the University, and he had advocated it in the public journals of the State and had urged it upon the attention of the trustees.¹

In the autumn of 1860 the University exercises were resumed under the new military system of government and with a most auspicious beginning. The number of students was largely increased. The students themselves were greatly pleased with the new mode of government in which they took so large a part. The academic professors, who had been at first unanimously opposed to the introduction of the military form of government as a doubtful and hazardous experiment were, in less than one month after the beginning of the term, delighted with the change. It was seen at once that the new discipline was proving itself to be admirably adapted for the young men. By the quietude and good order maintained during the hours of study, it greatly increased the facilities for study. It promoted the health of the students by developing their physical powers and furnishing moderate exercise during a part of every day. It elevated character by the encouragement of manliness and self-control, by restraining from immorality, and securing habits of industry, regularity, sobriety, and virtue.

Captain Caleb Huse, of the United States Army, was detailed by the Secretary of War to introduce the new system. He was appointed by the board of trustees commandant of cadets and professor of chemistry, mineralogy, and geology. Major James T. Murfee, a distinguished graduate of the Virginia Military Institute, was appointed assistant commandant and professor of mathematics and civil and military engineering.

On the 11th day of January, 1861, Alabama seceded from the Union of the States, and soon after the Confederate provisional government was established at Montgomery.

By the excitement and preparation for war of the early part of 1861, the regular exercises of the University were greatly disturbed. A large part of the graduating class resigned their places in the University in April and entered the service of the Confederate States. When the commencement time rolled around, the corps of cadets was greatly depleted. Many had given up their connection with the University to go into the Confederate Army. The rest had been ordered by the Governor to camps of instruction in various parts of the State to serve as drill masters for the newly recruited regiments.

¹ When this action was adopted early in the year 1860 at the earnest request of the trustees and of the president of the University, there were few persons in the State who dreamed of the long and disastrous war that was destined soon to follow.

Twelve months afterwards the State was in the first throes of a mighty convulsion, eventuating in a bloody war; but neither the trustees, the officers of the University, nor the Legislature had the prescience, when the measure was proposed and adopted, to anticipate the great events so soon to follow.

There were no commencement exercises in July, 1861. The board met at the usual time and conferred the usual degrees upon the students of the graduating class, most of whom had resigned to go into the army, and upon others pursuing special courses.

The number of graduates in 1861 was : Graduates in courses without titled degree, thirty-three ; with A. B. degree, nineteen ; total, fifty-two. Number of students in University, 1860-61, one hundred and thirty-seven.

CHAPTER XXII.

The University during the Civil War—Colonel Murfee Appointed Commandant of Cadets—William L. Boggs Elected Professor of Chemistry—Academic Department Established—Prof. E. R. Dickson Chosen "Rector"—W. J. Vaughn Elected Professor of Mathematics—Death of Professor Benagh—Federal Troops Appear in Tuscaloosa—The Torch Applied to the University Buildings.

Notwithstanding the fact that the tocsin of war had closed the doors of nearly all the universities and colleges in the South, the regular exercises of this University were resumed in September, 1861.

The military education furnished by the University was in demand, and public sentiment determined that this institution should not close its portals. The work, however, was prosecuted in the midst of great difficulties. The number of students was quite large, but most of them were boys between the ages of fourteen and seventeen.

A large number of the more mature left the University in the course of the session to enter the Confederate States service. Being well drilled and having some training in military science, the most of them obtained official positions in the army.

Colonel Huse, the commandant of cadets, who had resigned his commission in the United States Army at the outbreak of the War and cast his fortunes with the newly organized Confederacy, left the University at the solicitation of President Davis and went to Europe as confidential agent of the Confederate government, where he remained until the close of the War. He is now the esteemed head-master of a military training school for boys, at Cold Spring, N. Y.

Colonel James T. Murfee was transferred from the chair of mathematics to the commandantship of cadets, and this place he held till the close of the War.

The number of students, 1861-62, was one hundred and fifty-four. Graduates without titled degree, twenty-three ; graduates with titled degree, seven ; total, thirty.

At the meeting of the board in June, 1862, Mr. William L. Boggs, a graduate of South Carolina College, who had pursued professional

studies at the Berlin University for several years before the War, was elected professor of chemistry, mineralogy, and geology.¹

At the beginning of the academic year 1862-63, Prof. Edward R. Dickson, of Mobile, was appointed by the Faculty, in accordance with instructions by the board, rector of the "academic department" of the University. This academic department was established on account of the increasing number of students who were not sufficiently advanced to enter any regular class in the University proper.

Professor Dickson began his work in October, 1862, and continued faithfully at his post until the University was destroyed by fire, two years later. He is at the present time the superintendent of the public school system of Mobile, for which years of study and devotion to his chosen profession have admirably fitted him.

The salaries of the president and professors were doubled at this time on account of the depreciation of the Confederate money, the only currency of the country. The president's salary was raised to \$5,000 per annum, and that of the professors to \$4,000.

"In organizing the corps of cadets this year," Dr. Garland says, in his report at the close of the year, "every effort was made to secure its stability. The year before cadets could resign their commissions at any time with their parents' approbation. This right has been taken away, and no cadet has been admitted excepting under a pledge of honor to enlist for twelve months. This policy has given fixedness to the corps, but, nevertheless, I must confess that desertions have taken place more frequently than I had anticipated. This is to be attributed to the war which is now raging along our entire border.

"It is difficult to suppress the ardor of youth. This ardor has been greatly stimulated from time to time during the current year by a combination of circumstances. Recruiting officers have endeavored sometimes to entice our cadets away under promises of good positions and speedy promotions.

"The general scholarship of the corps has been better than that of the last or indeed of any year since the War commenced. Nevertheless the interruptions have been serious, growing out of the excitement relative to the state of the country. In the last month a relaxation of study has been observed in all those who have made up their minds to enlist in the army, and many of these have declined, during our examinations, any attempt at performance. These are evils which can be remedied only after the return of peace."

The trustees, at their regular meeting at the close of the year, elected William J. Vaughn, who had served the University with assiduity and success for several years as tutor, to the full professorship of mathematics.

¹This amiable and accomplished scholar lived but one year after his election. He came to the University in the autumn of 1862, and died in the month of August, 1863, while on a visit to a kinsman in Dallas County, Ala.

The number of students in 1862-63 was two hundred and fifty-six. Graduates without titled degree, ten; graduates with titled degree, two; total, twelve.

In July, 1863, shortly after the close of the collegiate year, the University and the community were called to mourn the sudden death, by a painful accident, of one of its most highly esteemed professors. The circumstances attending this shocking casualty were these: Prof. George Benagh, whose residence was not far from the rapids of the Black Warrior River known as the "University Falls," had been, sometimes in company with other friends, sometimes accompanied only by his son, a boy of eleven years, in the habit of taking a bath at the foot of the falls; he had never learned to swim, and was now determined to learn the art in order that he might teach his only son. By persistent efforts he had learned to swim a little, and on the afternoon of the last day of his life he went to the river along with his little boy, and proceeded with his usual practice of swimming. As he seemed to succeed beyond his expectations, he attempted to swim across a body of swift water immediately below the falls. Before he had reached the farther shore he became exhausted and cried out to his son to run for help, as he was drowning. Some working-men, who were on the hills above, came to the rescue, but too late.

His body was recovered half an hour later in shallow water a short distance below the spot where he was drowned.

Mr. Benagh was a graduate of Randolph-Macon College, in Virginia. He had been connected with the University as tutor and professor for the period of twelve years, and at the time of his death was among the most eminent and best beloved of its professors.

In July, 1863, Benjamin F. Meek, a graduate of the University of the class of 1854, was elected assistant professor of Latin and Greek. He entered upon his duties in the month of October, and continued his work until the fall of the University at the end of the War.

The academic year of 1863-64 was passed without incident. The number of students was very large, but the larger part of them were lads in the academic department. In July, 1864, for the first time since the beginning of hostilities, commencement day was duly celebrated. There were three titled graduates, and fourteen were entitled to the honor of being enrolled among the alumni of the University as graduates in special departments. The number of students during the year was three hundred and forty-one.

We have now reached the most momentous year of the University. Two new professors had been added to the academic staff—Prof. Crawford H. Toy, a master of arts of the University of Virginia, who was elected to the vacant professorship of natural philosophy and astronomy, and Prof. Warfield C. Richardson, who was chosen professor of chemistry, mineralogy, and geology. Both these continued in

their places until the close of the War and the destruction of the University.¹

As the Confederacy neared its fall, rumors of the near approach of the Federal cavalry to Tuscaloosa became evermore numerous and exciting.

The corps of cadets of the University, more than three hundred in number, and constituting a well-organized and well-drilled body of boys, was called out on several occasions during the eventful times of the last year of the War.

It was reported more than once early in the spring of 1865 that bodies of Federal cavalry were approaching Tuscaloosa for the purpose of destroying the factories and foundries, and of burning the University itself. The cadets were on the *qui vive*, and in fact were eager for a fight.

When the Federal troops at last did reach Tuscaloosa, they came in the night.

It was known in Tuscaloosa that a formidable force of cavalry, under the command of General J. G. Wilson, had left the Tennessee River near Florence, and had advanced in several columns southward. The cotton factory at Scottsville, in an adjoining county, had been destroyed by one body of them, which had gone to Elyton, in Jefferson County.

The commandant of the post had sent out scouts on every road leading to Tuscaloosa, but there were no signs of any coming Federal troops. Every avenue was said to be well guarded, yet on that very night—the night of the 3d of April—the town of Tuscaloosa was taken by surprise. A brigade of Federal cavalry, under the command of General Croxton, of Kentucky, having crossed the Black Warrior River beyond Elyton, had come down the west side of the river, and about ten o'clock p. m. reached the bridge over the Warrior at Tuscaloosa before the commandant of the post was aware even of their approach.

The guards at the bridge, few in number, after a weak and ineffectual attempt to stay their crossing, retreated, and the Federal cavalry were at once in command of the city.

When news of this reached the University the long roll was beaten, and every boy responded to the call. The cadets were marched, under the command of Dr. Garland and Colonel Murfee, in hot haste to the

¹ Professor Toy, after the War, spent several years in the study of the Oriental languages in the best seminaries of Europe. On his return he was for several years professor of Hebrew in the Baptist Theological Seminary, at Greenville, S. C. He now fills with distinguished ability the Hancock professorship of Hebrew and other Oriental languages in Harvard University. Professor Richardson, after teaching for a number of years after the War, during a part of which he was acting professor of Greek in the University, retired from the profession, and is at the present time engaged in mercantile business in the city of Tuscaloosa. His versatile talent and excellent scholarship have manifested themselves in various directions. Besides his known ability as a student and investigator of the natural sciences, he has written several volumes of verse. One of these—*Gaspar, a Romaunt*—has been published, and received the highest praise from the poet Bryant and other well-known American *littérateurs*.

city. Finding no Federal soldiers in the streets, they marched to the top of the long hillside road leading to the bridge. Here a short and quick encounter was had with the Federal cavalry. The cadets after firing one or two volleys, in which several of the Federal troops were killed and more were wounded, were marched back to the University in good order.

The retreat was ordered, because from Confederate officers who had been captured early in the night and paroled the officers in command had learned that resistance was hopeless. The Federal cavalry numbered some fourteen hundred. The whole force that could have been brought against them did not exceed four hundred. Under these circumstances the cadets were withdrawn, with the loss of a few wounded in the affair at the bridge. They came back to the University, and after destroying a large quantity of ammunition stored there, they reluctantly took up the line of march for Marion.

On the morning of the 4th of April a body of the Federal cavalry, who had been despatched for the purpose, set fire to all the public buildings of the University. Before mid-day these were left smouldering heaps of ashes.

The librarian of the University, Professor Deloffre, with the hope of changing the purpose of the commanding officer with reference to the destruction of the library, led him thither and unlocked the library doors and showed him the valuable collection of books.

"It is a great pity," said the officer, "but my orders are imperative. I will save one volume, at any rate, as a memento of this occasion." He entered and, seizing a copy of the Koran, withdrew from the building and ordered it to be set on fire at once.

By this conflagration property to the value of more than three hundred thousand dollars was hopelessly destroyed.

Two of the professors' houses caught fire accidentally from the public buildings, and were consumed.

The corps of cadets was formally disbanded at Marion a few days afterwards.

FOURTH PERIOD: A. D. 1865—1876.

CHAPTER XXIII.

Meeting of the Board of Trustees after the "Surrender"—All the Officers Resign—President Garland Continued in Office—Attempt to Resume Work a Failure—Provisional Government in Alabama—Loan by the State to the University—New Mode of Appointing Trustees—Plan of Building Adopted—Retirement of Dr. Garland.

The board of trustees met in Tuscaloosa in the summer after the destruction of the University. The president and all the officers, both of instruction and government, sent in their resignations, which were accepted, saving only that of Dr. Garland, the president.

In his report to the board the president of the University laid before that body a scheme for the resumption of the exercises in October, 1865. It was thought that by using the whole of the basement of the president's mansion and the observatory for lecture rooms, and requiring the students to board and lodge for a time with private families, a fair beginning might be made in the work of restoration. As the attempt to resume thus early was after all but an experiment, the board chose but two professors to serve in connection with Dr. Garland. These were Mr. Wyman, who was to be professor of ancient languages and English literature, and the Rev. Robert B. White, D. D., who was to be the professor of logic and of mental and moral philosophy. Dr. Garland was to undertake the chairs of mathematics, physics, and chemistry.

Small supplies of chemicals and some chemical and physical apparatus were purchased. It was duly advertised that the University would open its doors for the admission of students on the first Monday in October. When the time came but one student presented himself, a son of ex-Governor Thomas H. Watts, of Montgomery. It became at once evident to the newly elected professors that the attempt to resume academic work in the University of Alabama was premature. Amid the general wreck and confusion resulting from the sudden collapse of the Southern Confederacy no thought was given by anybody to the higher education. The two professors resigned their places at once.

After the fall of the Southern Confederacy, on the 21st of June, 1865, Lewis E. Parsons was appointed by President Johnson provisional governor of Alabama. An election was held August 31st for delegates to a convention to make such alterations in the organic law of the State as would make it conform to the new order of things. The convention met on September 10th, and ordered an election for State and county officers and for members of the Legislature to be held in November. At the meeting of the Legislature, which convened on the third Monday

in November, 1865, an act was passed providing for a loan of seventy thousand dollars to the University of Alabama from the State treasury, for the purpose of enabling the trustees "to rebuild the University and provide it with the means of imparting a thorough education." This act, which was approved February 20, 1866, required that from and after the 1st of January, 1870, one-half of the annual interest on the University fund should be retained by the treasurer of the State until the whole amount borrowed, with the interest thereon, should be paid.

At the same session another act was passed to change the mode of appointing trustees of the University. This act, which was approved February 21, 1866, required that whenever any vacancy should occur in the board of trustees it should be the duty of the Governor to nominate to the Senate a suitable person residing in the district to fill the vacancy, and if such person should be confirmed by the Senate he should be the trustee for the time prescribed by law. Prior to the passage of this act the trustees were elected by the vote of the two houses of the Legislature in joint convention. At this time the following-named gentlemen composed the board of trustees:

First district. Porter King, of Marion.

Second district. Francis Bugbee, of Montgomery.

Third district. William S. Mudd, of Elyton.

James H. Fitts, of Tuscaloosa.

Robert Jemison, of Tuscaloosa.

Benjamin F. Peters, of Fayette C. H.

Fourth district. A. M. Gibson, of Huntsville.

Fifth district. Z. F. Freeman, of Athens.

Sixth district. Willis G. Clark, of Mobile.

Seventh district. John T. Foster, of Butler.

Eighth district. Alfred N. Worthy, of Troy.

Ninth district. John C. Meadors, of Opelika.

Tenth district. George S. Walden, of Talladega.

Eleventh district. Walter H. Crenshaw, of Greenville.

Besides these the following were trustees *ex officio*: His Excellency Robert M. Patton, Governor, president of the board; the judges of the supreme court, to wit: Abram J. Walker, chief justice; William M. Byrd, associate justice; Thomas J. Judge, associate justice; and the president of the University, Dr. Landon C. Garland.

The board convened in the city of Montgomery in June, 1866, and took measures for the speedy rebuilding of the University. A plan offered by Col. J. T. Murfee, late commandant of the University, was adopted. Colonel Murfee was appointed architect and superintendent of grounds and buildings. A building committee, consisting of Messrs. Jemison, Fitts, and Mudd, was appointed, and instructed to advertise for bids to construct a part of the new buildings. Mr. James H. Fitts was appointed fiscal agent for the University. At this session of the board Dr. Garland tendered his resignation of the presidency. He had been continu-

ously connected with the University for nineteen years. But for the disastrous circumstances following the War, it is probable that he would have remained at the head of the institution for many years longer.

Dr. Garland was born in Nelson County, Va., on the 21st of March, 1810. He graduated at Hampden-Sidney College, Virginia, in 1829, and was, at the early age of twenty, appointed professor of natural sciences in Washington College, Virginia. In 1837 he went to Randolph-Macon College as the successor of Dr. Stephen Olin in the presidency of that institution. In 1847 he came to the University of Alabama as professor of English literature, and in 1848 was transferred to the chair of mathematics, natural philosophy, and astronomy. In 1851 he resigned his place to take the presidency of the North-East and South-West Alabama Railroad. In 1855 he was chosen president of the University. After leaving the University of Alabama, Dr. Garland was for many years professor of physics and astronomy in the University of Mississippi. In 1875 he was elected president of the Vanderbilt University, a place which he yet fills with honor to himself and to the University over which he presides.

Of the professors who constituted the Faculty under Dr. Garland at the close of the War, only two are still connected with the University, Professors Wyman and Meek.

The professor of English literature, the Rev. John Wood Pratt, removed, after the return of peace, to Brooklyn, N. Y. In 1868 he was called to the pastorate of the Presbyterian church at Lexington, Va. Dr. Pratt removed to Kentucky in 1874, and was for some years president of Central University, at Richmond, Ky. After this he was pastor of the First Presbyterian Church, in Louisville. Failing health induced him to resign a few years ago. He died at his home in Lexington, Ky., in the spring of the past year (1888).

Prof. William J. Vaughn, of the school of mathematics, after conducting a Young Ladies' Seminary at Summerfield, Ala., a few years, was called to the University again as professor of natural philosophy and astronomy in 1871, when the University was reorganized. He resigned to go to Tennessee, in 1873, on account of the ill health of his wife. Professor Vaughn returned to the University in 1879 to take the chair of mathematics, but remained only a few years. He is now the professor of mathematics in the Vanderbilt University.

Mr. Deloffre, who was professor of modern languages, after teaching many years in Mobile and New Orleans, retired a few years ago from the vocation on account of the infirmities of age. He died in 1888 near Bordeaux, France.

Colonel Murfee, the commandant, was for many years the efficient president of Howard College, Marion, Ala. When the college was removed to Birmingham, in 1887, Colonel Murfee established the Marion Military Institute, of which he is now the principal.

CHAPTER XXIV.

Contract for a New University Hall—Careful Management of the Finances—Gratitude Due Two Eminent Citizens—New Constitution Adopted in Alabama—Arrangements for Reopening the University—The Trustees Replaced by a “Board of Regents”—The Regents Declare Null all Acts of The Trustees—The Regents in Search of a President.

A contract for building was awarded to Messrs. George M. Figh and W. S. Wyman. In January, 1867, the first new hall on the college grounds was begun. This building, which is now known as Alva Woods Hall and constitutes the rear line of the University quadrangle, is four stories in height, with east and west wings of three stories. In this building are the lecture-rooms of the schools of mathematics, English, Latin, and modern languages, the halls of two of the literary societies, the great dining hall of the University, and the offices and rooms of the commandant and quartermaster. The second and third stories are appropriated mainly to students' apartments. The whole cost of this structure was about ninety thousand dollars. The resources of the University had been husbanded with such care that only thirty thousand dollars of the amount lent by the State was used. The balance was never drawn from the State treasury.

When the contract was let for this new building, in the latter part of 1866, there was not a dollar either in the treasury of the State or in that of the University. For the successful completion of this first structure on the campus after the War, the University and the people of the State owe a lasting debt of gratitude to two eminent citizens, one of whom has gone to his reward; the other still lives to honor the *alma mater* that nourished him. These are Robert M. Patton, who was then Governor, and James H. Fitts, Esq., a banker of Tuscaloosa, who was at that time a member of the board of trustees, chairman of the building committee, and fiscal agent of the University. The Governor pledged his personal credit and the credit of the State that no contractor or other creditor of the University should lose by any default of the State to make due payment of all just claims against the University. Mr. Fitts, during the eighteen months in which the work was going on to completion, used all the resources of his bank to maintain at par, in Tuscaloosa, the State certificates of indebtedness, then known as “Patton certificates,” by which the work of rebuilding was carried on.

Under the reconstruction acts of Congress of March 2 and 23, 1867, a convention assembled in Montgomery on the 5th of November, and framed a constitution, which was submitted to the people in February, 1868; State and county officers were voted for at the same time. There

were 70,812 votes cast for ratification, and 1,005 against. The total vote being less than a majority of all the registered votes as required by the reconstruction law, the constitution was not ratified by the people; but it was, by a subsequent act of Congress, declared to be the constitution of a State, and all the State and county officers who had received a majority of votes at the election in February, were declared the legally elected officers, and orders were issued to the military authorities of the State to have them duly installed.

A few weeks before the assembling of the first Legislature under the new constitution, the trustees of the University, as the new building was nearly finished, convened in Montgomery and elected a president and Faculty, and ordered the business of the University to be resumed in October, 1868. At this meeting the presidency was offered to Dr. Henry Tutwiler, of Greene Springs, Ala.; but as it was not known that Dr. Tutwiler would accept the place, Mr. Wyman, the newly elected professor of Latin, was chosen as alternate president. Dr. Tutwiler declined the place a few days after the adjournment of the board. By the adoption of the new constitution of the State the functions of all the trustees ceased and determined, and the government of the University was confided to a body styled "the board of education," who were also a "board of regents of the State University."

The board of regents met at Montgomery in July, 1868. The president-elect of the University, Mr. Wyman, presented himself, and was courteously invited to take his seat as a member of the board.¹ The report of the president-elect was read, which gave the new governors of the corporation all needful information touching its affairs; and the report and accounts of the fiscal agent, Mr. Fitts, were presented. The first act of the board of regents was to declare "null, void, and of no effect all acts of any body pretending to have been, since the secession of Alabama, the board of trustees of the University of Alabama."

After the adoption of this resolution the president-elect of the University remained with the board only long enough to secure an examination and approval of the accounts and vouchers of the fiscal agent. Two hours after his withdrawal from the meeting he was officially notified that he had been unanimously elected president of the University. This honor was promptly declined by Mr. Wyman.

The place was then offered to Rev. A. S. Lakin (a minister of the Northern Presbyterian Church), who also declined, and then to Rev. Dr. Harper, a clergyman of the Presbyterian Church, who happened to be sojourning in Montgomery. After considering the offer for some time, he finally declined it.

The University was formally opened for the reception of students in April, 1869, with the following Faculty: Rev. J. De F. Richards, State senator from Wilcox County, professor of natural philosophy and as-

¹ Under the new constitution of 1868 the president of the University was *ex officio* a member of the board.

tronomy, and acting president; John C. Loomis, A. M., professor of ancient languages; Vernon H. Vaughan, A. M., professor of rhetoric and logic; Rev. W. J. Collins, professor of English literature; N. R. Chambliss, professor of mathematics.

The students were few in number. A meeting of the regents was held in Tuscaloosa June 25, 1869; but although they remained in session several days, no quorum appears to have been present at any time. At this meeting the superintendent of education, as *ex officio* president of the board, presented a report in which he announced that the "University had been regularly opened." The number of students was so small, thirty being the maximum, and the prospects were so unfavorable for an increase, that he recommended a decrease in the teaching force. This was just before the University opened. He also reported an unfavorable condition of the finances, and announced "that a judgment had been obtained against the University for \$14,400, in round numbers," which had been appealed to the Supreme Court of the United States, but the attorneys advised that the amount be paid pending the appeal.¹ The office of physician and surgeon to the University was at this meeting abolished.

The board of regents again assembled in Montgomery, August 10, 1869, and continued in session several days. On the 21st of August, Prof. Cyrus Northrope was elected president, and Professor Richards, then a member of the Faculty and acting president, was chosen alternate, to provide against a declination by the president-elect.

The board was again convened at the capitol, December 6, 1869. The president reported that Professor Northrope had declined to accept the position of president, and it was the duty of the regents to make another effort to fill that important office. On December 9th the board proceeded to ballot for president of the University, and Professor Lupton was reported as elected. A committee was appointed to wait on Mr. Lupton and apprise him of his election. The committee soon returned and introduced Mr. Lupton to the board, "when he made a few remarks, expressing his gratitude for the confidence shown and his desire to see the State University in a flourishing condition."² At the same meeting the following resolution was adopted:

"*Resolved*, That the Legislature now in session be respectfully petitioned to provide a suitable building for a University for colored students." A resolution was also adopted looking to the removal of the University from Tuscaloosa and inviting proposals for its location from other towns and cities in the State.

At a meeting held December 29, 1869, it was resolved to reorganize the University as follows: (1) Declaring all chairs vacant July 1, 1870. (2) Providing for electing professors of mathematics, of ancient lan-

¹ Proceedings of the Board of Education, sitting as a board of regents for the University, August and December, 1869, pp. 20-23.

² *Ibid.*, p. 42.

guages, and of English literature. (3) Instructing the president-elect to designate one of the professors to act as commandant until the detail of an Army officer could be secured. (4) That the president-elect report in person at the University on January 1, 1870. Under these resolutions Professor Chambliss was chosen professor of mathematics, David C. Peck to the chair of ancient languages, and Professor Loomis to the chair of English literature.

It does not appear that Professor Lupton reported for duty at the University January 1, 1870, for in July of that year Hon. W. R. Smith was elected president and entered at once upon the duties of the office. General John H. Forney never occupied the chair to which he was elected, but his failure to do so was attributed to ill health. His chair was declared vacant in August, 1869.

CHAPTER XXV.

Hon. W. R. Smith, President—Small Attendance of Students—Another Attempt to Reorganize—Professor Lupton Elected Chairman of the Faculty—College Exercises Resumed—Another Change in the Presidency—Law School Established—End of the Rule of the Regents.

It was hoped that the election of the Hon. William R. Smith to the presidency of the University and his acceptance of the trust would result favorably to the institution. He was a gentleman of learning and ability, who had represented the State for several terms in the House of Representatives at Washington, and one of the early students of the University, in the time of Dr. Woods.¹ According to his report to Hon. Joseph Hodgson, then Superintendent of Public Instruction of the State, under date of January 25, 1871, it appears that when he took charge in July, 1870, only four chairs were filled, as follows: J. De F. Richards, professor of natural sciences and astronomy; N. R. Chambliss, professor of mathematics; D. L. Peck, professor of ancient languages; H. S. Whitfield, professor of English literature.

On the 30th of July Professor Chambliss resigned; Professor Whitfield was transferred to his chair, and the president assumed the duties of the vacated chair.

The expenses of the University at this period were—

For president's salary	\$3,000.00
For salary of three professors	7,500.00
For contingent expenses	1,200.00
For carpenter employed	600.00
	<hr/>
Total	12,300.00

¹ Judge Smith, Dr. J. B. Read, of Tuscaloosa, and Dr. W. A. Cochran, now secretary of the board of trustees, are the only living members of the first graduating class, under Dr. Woods.

The library—the remnant saved from the conflagration—numbered about twelve hundred volumes. The cadets reached the meagre number of twenty-one, and President Smith did not seem to think the prospect of an early increase very favorable. It was evident from this and other indications that the institution under existing auspices was not favored by the people of the State.

In his special report to the Governor in January, 1871, Superintendent Hodgson, under the heading of The University of Alabama, says:

“For the past two years this institution has been in a deplorable condition. The Superintendent has no report as to its operations for the past two years, and can find no record in the department as to the money which has been paid out for it or as to the result of its operations, except a communication from Hon. William R. Smith, the president.”

Judge Smith's term as president seems to have been of short duration, for in July, 1871, the presidency was tendered to Commodore M. F. Maury, with the following officers of instruction and government to assist him: William S. Wyman, professor of Latin; William J. Vaughn, professor of natural philosophy and astronomy; Benjamin F. Meek, professor of English literature; David L. Peck, professor of mathematics; Algernon S. Garnet, professor of natural history and surgeon; Rev. Telfair Hodgson, professor of moral philosophy; William A. Parker, professor of Greek; James G. Griswold, professor of modern languages; Nathaniel T. Lupton, professor of chemistry; Eugene A. Smith, professor of geology and mineralogy; George P. Harrison, commandant; Benjamin I. Harrison, quartermaster.

Commodore Maury declined the presidency, and Mr. George P. Harrison resigned as commandant before the opening of the term.

The college exercises were resumed on the last Wednesday in September, 1871.

The Faculty elected Professor Lupton chairman, and this act was confirmed by the board in the election of this gentleman to the presidency in the following winter. The number of students during this first successful year of restoration was one hundred and seven. Titled graduates at commencement, three.

In the year 1872-73 the number of students was increased to one hundred and thirty-five.

Professors Hodgson and Griswold resigned their professorships. General George D. Johnson was elected commandant of cadets. Professor Hodgson was soon after elected vice-chancellor of the University of the South, at Sewanee, Tenn., which distinguished position he yet holds.

The law department was established, with Henderson M. Somerville as professor. Titled graduates in 1873, four.

Rev. Joshua H. Foster was this year elected professor of moral philosophy, to fill the vacancy caused by the resignation of Dr. Hodgson.

In 1873 General George D. Johnson resigned as commandant of cadets, and Thomas C. McCorvey, a recent graduate of the University, was chosen in his place.

The number of students this year was greatly reduced, not from dissatisfaction with the management, but on account of the serious financial embarrassment of the people. It was a year of pecuniary disaster throughout the Union. But the people of Alabama suffered in addition unexampled misfortune by reason of floods in all the rivers, and the invasion of the army-worm, which destroyed all the crops. The number of students was fifty-three. Titled graduates at commencement, ten.

In the summer of 1874 Mr. Lupton, the president, resigned his place to take the professorship of chemistry in the Vanderbilt University. During his short stay in the University he had greatly endeared himself to his colleagues by his great industry, his unwearied devotion to the interests of the University, his happy and genial spirit, and the full measure of success with which he had managed the affairs of the University during the trying years of its rehabilitation. In the year 1875 the University honored him with the degree of doctor of laws.

Dr. Lupton was born near Winchester, Va., December 19, 1830, and graduated at Dickinson College, Pa., in 1849. He was professor of chemistry and geology in Randolph-Macon College in 1857 and 1858. In 1859 he came to Alabama as professor of chemistry in Southern University, at Greensborough. He remained there until he was invited to the University of Alabama, in 1871. From 1874 to 1884 he was professor of chemistry in Vanderbilt University. He is now the professor of chemistry in the Alabama Agricultural and Mechanical College, at Auburn.

The next president of the University was Dr. Carlos G. Smith, who was chosen by the board of regents at the regular meeting in June, 1874. Dr. Smith was, at the time of his election, master of a flourishing high school in the city of Huntsville. He had been identified with the interests of the higher education of the State for many years. Dr. Smith came to the University in September, 1874, and entered immediately upon the duties of his office.

The number of students 1874-75 was seventy-four. Titled graduates at commencement, eleven.

In 1875 the efficiency of the law department was increased by the establishment of another professorship therein, the chair of equity jurisprudence, and the Hon. John M. Martin was chosen as the incumbent.

This year (1875) was specially memorable as the last of the régime of the regents, who came into power under the constitution for Alabama adopted by Congress, and a return to the old system of trustees, modified and improved as experience dictated.

FIFTH PERIOD: 1875—1888.

CHAPTER XXVI.

Restoration of the Government of the University to Trustees—Constitution of 1875—New Charter Enacted by the Legislature—All Acts of the " Regents" to Expire with the Organization of the New Board—Composition of the Board—Its First Meeting at the University—Retirement of President Smith, and Election of General Gorgas—Failing Health and Early Retirement of President Gorgas—Death of General Gorgas.

A new constitution was adopted by the people in November, 1875, which completed the rehabilitation of the State. It provided for a board of trustees, to be nominated by the Governor and confirmed by the Senate, to whom should be committed the general management of the University. At the session of the General Assembly in the winter of 1876 a new charter, so to speak, was enacted for the University, and under its provisions the following trustees were nominated and confirmed:

First district, Willis G. Clark, Mobile; Second district, Hillary A. Herbert, Montgomery; Third district, John A. Foster, Clayton; Fourth district, N. H. R. Dawson, Selma; Fifth district, W. C. McIver, Tuskegee; Sixth district, Enoch Morgan, Eutaw, and Marion Banks, Tuscaloosa; Seventh district, James Crook, Jacksonville; Eighth district, Edward C. Betts, Huntsville.

His Excellency George S. Houston, Governor, and Hon. John M. McKleroy, Superintendent of Education, were *ex officio* members of the board. The new trustees took the oath of office and held their first meeting at the University in June, 1876, and organized by electing Hon. Marion Banks president *pro tempore*, and Dr. William A. Cochrane secretary. By the wise provisions of the constitution, designating the manner of appointment and the term of office of the trustees, permanency of membership in the corporation was secured. The frequent changes in the personnel of the governing board had from the foundation of the University been one of the most serious drawbacks to its usefulness and efficiency. In the fifty-five years of its history, from the year 1821 to the year 1876, the University had had two hundred and five trustees. Of the nine trustees appointed in 1876 four still remain in office, having been continuously reappointed after the expiration of their respective terms, viz, the Honorables Willis G. Clark, John A. Foster, N. H. R. Dawson, and James Crook. Colonel Herbert resigned in 1879 to take a seat in Congress, and in his stead Hon. William S. Thornton, of Montgomery, was appointed. In 1884 Judge Betts re-

signed to accept the office of commissioner of agriculture. Hon. John D. Weeden, of Huntsville, was appointed in his place.

In 1885 the venerable president *pro tempore* of the board, Marion Banks, resigned, being at the time of his resignation the oldest living graduate of the University. Major Banks died suddenly, a few months after his retirement, while quietly conversing at his fireside with a friend. The Hon. Henry H. Brown, of Tuscaloosa, was appointed his successor.

The term of Colonel McIver expired in 1885, and the Hon. Thomas D. Cory succeeded him.

Colonel Weeden resigned in 1886 to accept a law professorship in the University. His successor is the Hon. Robert Barnwell Rhett, of Huntsville. In 1886 there died a member of the board who, by the earnest, careful, and faithful discharge of the duties of his high trust, had won unstinted commendation from all the friends of the institution, the Hon. Enoch Morgan, of Eutaw. Colonel Morgan was a native of Greene County, Ala., and graduated from the University in 1846. He was elected president *pro tempore* of the board of trustees in place of Hon. Marion Banks, and was in office at the time of his death. Hon. James E. Webb, of Birmingham, was appointed by the Governor to succeed him. Under the wise supervision of this stable board, who have studied thoroughly all the interests of the University and who have governed it for over one decade, the institution has reached a high condition of usefulness.

By the terms of the new charter the Legislature abrogated, from the date of meeting of the new board, all acts relating to the University passed by the board of regents; consequently much care and labor were required of the trustees at their first meeting. The officers of the University then in service were reelected, and such of the laws and regulations as were deemed wise and proper were reenacted.

The number of students, 1875-76, was one hundred and eleven; titled graduates at commencement, thirteen. The number of students in the year 1876-77 was one hundred and sixty-four; titled graduates at commencement, twenty-nine.

In 1877 Prof. John C. Calhoun, the present incumbent, was elected to the chair of Greek in the University.

In the year 1877-78 the number of students was one hundred and seventy-nine; titled graduates at commencement, thirty.

In June, 1878, the term of Dr. Carlos G. Smith as president of the University expired. He was not reelected. The presidency was tendered to General Josiah Gorgas, sometime vice-chancellor of the University of the South, who accepted the place and removed to the University in the month of September. After leaving the University Dr. Smith was for several years president of the Livingston Female College. He was for a time connected with his brother-in-law, Dr. Tutwiler, in the management of the far-famed Greene Springs Institute. After this he had

charge of a flourishing boarding school for boys, at Mountain House, in Lawrence County.

When General Gorgas came to the University at the beginning of his term in the autumn of 1878, by his gentleness, courtesy, his great kindness of heart, and the interest manifested in the welfare of all under his charge, he speedily won the affection of the whole college body. During the first half of the year the business of the University moved on without a jar. In February, 1879, just at the close of the first term, his health suddenly gave way. It soon became evident that he would not be able to resume his duties for the remainder of the college year, and the Faculty proceeded to elect one of their number to act as president until the next meeting of the board.

Prof. W. S. Wyman, who had been connected with the University as tutor and professor for a long term of years, was chosen. Under his careful supervision, with the cordial coöperation of the Faculty, the work of the year was brought to a successful close.

When the board met in June, 1879, General Gorgas offered his resignation. The board was unwilling to lose his services as long as there was hope that his health might be restored. The wisdom of the choice of such a man had been justified by the success of the University during the few short months in which he had guided its fortunes. His good service, his clear comprehension of the needs of the college, his earnest piety, his high sense of honor, his zeal for the improvement of every department, had inspired a full measure of confidence in his ability to administer the affairs of the University successfully. The board therefore declined to accept his resignation, but adjourned to meet in called session in September.

At this meeting the resignation of General Gorgas was again tendered, and the board, on account of the increasing ill health of the president, reluctantly accepted it, and the following resolutions were unanimously adopted: "In view of the continued illness of General Josiah Gorgas, which compels a severance of his relations with this board as president of the University, we desire to place on record some expression of our high appreciation of his character and services, of the rare tact and ability which characterized his administration until he was stricken with disease, of the great improvement he effected in the order and discipline of the cadets, and particularly of the admirable system and method which he observed in keeping his books and accounts, and of the clearness and correctness of his reports to the board of trustees.

"He carries with him into retirement our highest esteem and confidence and our earnest wishes that he may soon be restored to health, and that many years of happiness and usefulness may yet remain to him."

It was believed that the state of General Gorgas's health would permit him to discharge the duties of librarian, and he was accordingly elected to that office. With the assistance of his accomplished wife, he had charge of the library till the end of the year 1882, when he retired from office.

After a few months of great suffering, which he bore with resignation and even cheerfulness, he died at his residence, near the University, May 13, 1883.

CHAPTER XXVII.

Biographical Sketch of General Josiah Gorgas—Tribute to his Memory by the Board of Trustees.

Josiah Gorgas was a native of Dauphin County, Pa. He was born on the 1st of July, 1818. He was graduated with high rank from the United States Military Academy in 1841, and was assigned to the Ordnance Corps of the Army. He was an active participant in the War with Mexico in 1846, and was promoted to the rank of captain in 1855. On the breaking out of the Civil War in 1861 he resigned from the United States Army, and cast his fortunes with his adopted State. During the War he was chief of the ordnance department of the Confederate army.

After the War he was for several years superintendent of the Briarfield Iron Works, in Bibb County, Ala. In 1872 he was elected to the vice chancellorship of the University of the South, at Sewanee, Tenn. During his stay there the work of that University was greatly enlarged and brought up to a high degree of efficiency. In 1878 he was made president of the University of Alabama, and afterwards librarian, as already narrated. At the meeting of the board in June, 1883, after his death, a memorial tribute was adopted and inscribed on the minutes, which is here given in full, to show the high esteem in which he was held by that honorable body:

“IN MEMORY OF GENERAL JOSIAH GORGAS.

“A few weeks before the assembling of this board a gentleman of distinguished character, of national reputation, of varied attainments, known in military and civil life and eminent in both; a gentleman who, when stricken with disease, was officially connected with the University, departed this life, and was borne from these classic shades to the place appointed for all the living.

“Suitable honors were paid his mortal remains. Faculty, students, and a large concourse of citizens reverently and affectionately assisted at the last sad rites which committed his dust to the earth to be commingled with the mother of us all.

“It is fitting that a minute should be placed on the records of this board to indicate in some degree our appreciation of his merits and of his valuable services in connection with this institution of learning.

“It is not necessary to epitomize the career of General Josiah Gorgas. Whoever has read the history of the late War between the States, or is conversant with the events of those stirring times, knows

what an important part he bore, and how well he discharged the great and responsible trust committed to him, and of his valuable services while officially connected with the University; how he brought order out of confusion; how he, almost imperceptibly as to the means employed, but most effectually as to the results, established thorough discipline; how, by precept, but more by example, he elevated the standard of morals and of true manhood among the cadets; how earnestly, and consistently, and lovingly he devoted himself to his work; and how, when smitten with disease, he patiently, bravely, and serenely bore the pains and privations of his long illness,—all these are in the compass of our own observation and knowledge.

“General Gorgas was no ordinary man. It is rare that we find one in whom all the virtues seemed so happily blended. Gentle and amiable as a woman, yet on occasion he could be as stern and firm as a Roman.

“Eminently conscientious in his own conduct, he had large charity for others, and was not ready to distrust or censure without abundant cause. Of envy and its kindred passions he seemed to be without knowledge.

“When he accepted a position he gave to it all the powers of his mind and all the energies of his body. He was diligent in business, faithful to every trust, pure in life, scholarly in attainments, a model husband and father, a genial companion, a devoted friend.

“The world can not but be the better for such a man living in it, and has too few to spare even one such without feeling the loss.

“Let us hope that the lessons he inculcated, and, more than this, the excellency of his example while he held the important position of president of this University, may have so impressed the students under his charge that, though dead, he may still speak and have a noble fruitage in the well-ordered lives and good citizenship of many whom he taught.”

CHAPTER XXVIII.

Hon. Burwell B. Lewis Elected President—Dr. Wyman President pro tempore—Enlargement of the School of Law—Committee Appointed to Devise Ways and Means to Increase the Facilities of the University—The Committee Succeed in their Undertaking.

After accepting the resignation of General Gorgas, the presidency was tendered Dr. Wyman, but he declined. The board then decided to call Hon. Burwell B. Lewis from his seat in Congress to the not less important or less honorable position of president of the University. Colonel Lewis, whose tastes were scholarly, accepted the office; but as he was unwilling to retire from Congress before the expiration of his term, the trustees gave him leave of absence until that time, and Dr. Wyman consented to serve as president *pro tempore* until Colonel Lewis

should return from Washington. It is needless to remark that the duties of the office were discharged with great ability and fidelity until the next annual commencement, July, 1880, when Colonel Lewis entered upon his duties as president.

At the meeting of the board in July, 1880, the professorship of constitutional and international law was established, to be filled *ex officio* by the president of the University.

Col. T. C. McCorvey, who had been for some years commandant of the cadets, was made at the same time professor of mental and moral philosophy.

In his annual report to the board, Acting President Wyman called attention to the rapidly increasing number of students, and to the necessity of providing increased accommodations for lodging them.

The board appointed a committee, consisting of Messrs. Clark, Dawson, and McIver, to act in concert with a similar committee of the alumni to devise and mature some plan to secure the necessary funds with which to add to the University buildings, enlarge its library and apparatus, and increase its facilities in other directions. The Alumni Society appointed a similar committee, with James H. Fitts, Esq., as its chairman.

At the next annual session of the board of trustees the special committee named above reported in favor of making a direct application to the General Assembly for such assistance from the State as was imperatively required. It was shown that the University had a large equitable claim against the State, and it was contended that on a proper presentation of the case to the Legislature a reasonable sum could be secured.

The trustees, thinking the exigency justified the effort, approved the plan outlined by the committee, and appointed Messrs. Clark, Dawson, and Morgan a special committee to prepare a suitable bill and endeavor to procure its passage at the next session of the Legislature. The trustees deemed it unwise to hamper the committee with instructions, but gave them full discretion and the largest liberty with regard to the very important trust confided to them. The Society of the Alumni continued the committee appointed by them the previous year, to cooperate with the committee of the trustees.

At this session of the board the chair of civil engineering was established, and Col. Robert A. Hardaway, M. A., C. E., then chief engineer of a railroad in Mexico, was elected to the position.

About this time Prof. W. J. Vaughn, professor of mathematics, resigned his place, to accept a similar position in Vanderbilt University, and Thomas W. Palmer, a recent graduate of the University, and assistant to Professor Vaughn, was elected full professor of mathematics.

In November, 1882, the joint committee met in Montgomery, and at once made preparations for the important work in hand. A number of

the alumni and other friends of the University in Montgomery at the time were invited to the committee room for conference, and agreed upon the main features of the proposed measure. A bill was afterwards carefully prepared, embodying such provisions as would approximate the necessities of the University, and presented in both houses of the Legislature.

The bill proposed a loan of money from the treasury, and, although favorably received by many legislators, few thought it could be passed. The committee, however, pressed the measure with zeal and persistency and were making hopeful progress, when the wheels of legislation were suddenly blocked by the announcement that the treasurer of the State was a defaulter in a very large amount.

Pending the examination of the treasury and the investigation set on foot the committee retired, but a few weeks later returned and prosecuted their work with renewed vigor. An appropriation had also been asked for by the authorities of the Agricultural and Mechanical College, and the friends of both measures in the Senate combined them in a new bill, reducing the amounts asked by each, but still making a liberal appropriation. This bill was finally passed in both houses by a majority exceeding two-thirds in each house, and became a law.

CHAPTER XXIX.

Beneficent Effect of the Legislative Grant—The Work of Building Commenced—Increased Attendance of Cadets—Memorial Stone Laid for the Large Public Hall—Completion and Dedication of the New Halls—Description of Same.

In conformity with an arrangement made with the Governor, no money was drawn from the State treasury until the interest on the State debt, due July 1, 1883, had been paid. Consequently work could not be commenced until after that date. Soon afterward, however, the appropriation became available as rapidly as was needed.

The board of trustees at their meeting in July elected a building committee, and instructed them to procure plans for building and make preparations for a vigorous prosecution of the work. Messrs. W. G. Clark, N. H. R. Dawson, and Enoch Morgan were chosen this committee, and lost no time in making preparations for the work. At a special meeting of the board held at Tuscaloosa November 3, 1883, several plans were submitted and considered, and the plan of Col. William A. Freret, of New Orleans, since the Supervising Architect of the United States Treasury Department, was adopted. This plan comprised a central building sixty feet front, with a depth of one hundred feet, for commencement hall, library, and chapel, and two L-shaped

wings, the buildings when completed to form, in connection with the old building, a quadrangle, having a large court in the centre.

As the appropriation was not sufficient to build the three structures proposed, it was determined to build the central hall and one of the wings. Ground was broken for the foundation on the 20th of February, 1884.

In May, 1884, the memorial stone of the public hall was laid, with imposing ceremonies, in the presence of the trustees, Faculty, students, and a large number of the citizens of Tuscaloosa. His Excellency the Governor, Edward A. O'Neal, president of the board, and Messrs. Clark, Thorington, Dawson, Morgan, Banks, and Crook, of the board of trustees, and Hon. Henry C. Armstrong, Superintendent of Public Instruction, *ex officio* a member of the board, were present.

During the scholastic year 1881-82 the number of matriculates was one hundred and fifty-four, in the year 1882-83 one hundred and sixty-six, and in 1883-84 the number increased to two hundred. At the commencement of 1883-84 the degree of bachelor of arts was conferred on twenty-two students, the degree of bachelor of engineering on eight, and the degree of bachelor of laws on sixteen.

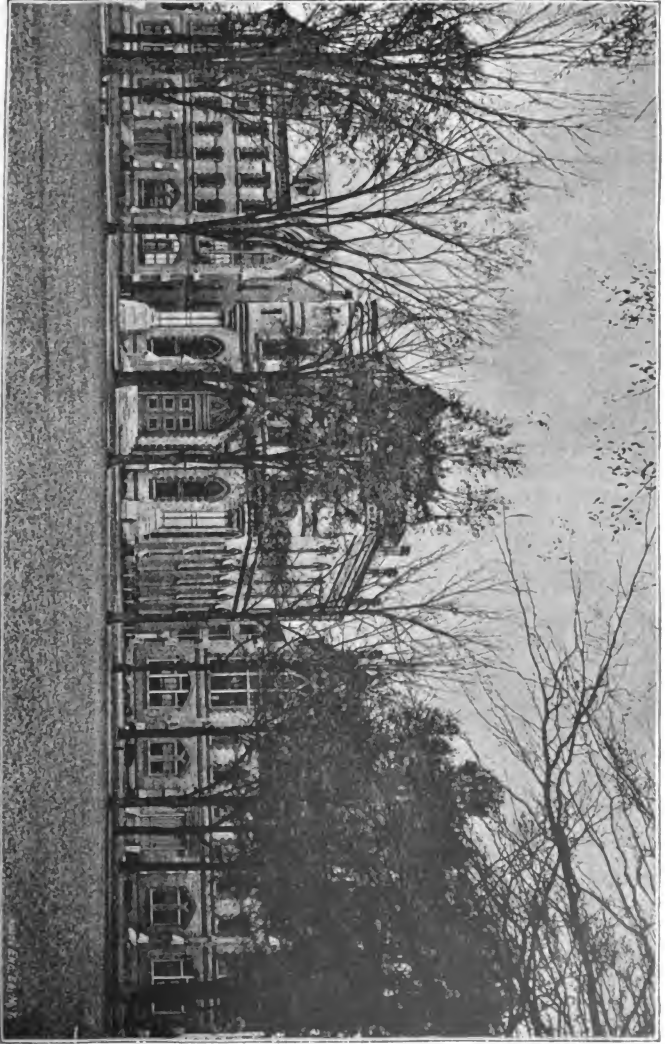
The following resolution, offered by Hon. James Crook, and adopted by the Board of Trustees at their meeting in June, 1884, assigns appropriate names to the halls of the University:

Resolved, That the Public Buildings of the University of Alabama shall be known and named as follows: The rear building, being the one now occupied, shall be called Alva Woods Hall, in honor of the first president of the University; the west wing building, now in process of construction, shall be called Manly Hall, in honor of the second president of the University; and the corresponding east wing, whenever built, shall be called Garland Hall, in honor of the third president of the University; and the central building, now in process of erection, shall be called Clark Hall, to commemorate the distinguished and unselfish services of the Hon. Willis G. Clark, as a member of this Board, and especially his eminent services in procuring the appropriation and conducting the work for our new buildings."

Two of these buildings were completed in time for commencement in June, 1885, and were dedicated with appropriate ceremonies on the 13th of June. Rev. Dr. Garland, the venerable chancellor of Vanderbilt University and former president of the University of Alabama, delivered the oration in the presence of a large and intelligent assemblage, the interesting occasion having drawn to the University a large number of the alumni and many of the most cultured and prominent people of the State.

Garland Hall was completed in 1887.

The following is a description of the new halls: Manly Hall, which now forms the west side of the University quadrangle, is a building of three stories, and is constructed of brick, with trimmings of gray



MARKY HALL.

CLARK HALL.

GARLAND HALL.

UNIVERSITY OF ALABAMA.

limestone. The first story contains the president's office, lecture-rooms for the schools of law, engineering, Greek, and mathematics. The second and third stories are devoted to students' lodgings.

Clark Hall, which forms the front of the quadrangle, is a handsome structure of brick, with trimmings of gray limestone, and is appropriated to general academic uses. It is three stories in height. The first story contains the library and reading-rooms and the winter chapel. The great public hall of the University occupies the second and third stories. This hall will seat with comfort eight hundred people, with accommodations for several hundred more in the galleries.

Garland Hall forms the east side of the quadrangle, and is the counterpart of Manly Hall on the west.

The whole of the lower floor is devoted to the very extensive collections owned by the University in geology, botany, conchology, mineralogy, and zoölogy. The upper apartments are lodging-rooms for students.

CHAPTER XXX.

Liberal Donation of Lands for the University—Action of the State Legislature thereon—Ordinance of the Board of Trustees—Location of the Grant—The Administration of President Lewis—His Untimely Death—Biographical Sketch.

By act of Congress approved April 23, 1884, the State of Alabama was empowered to locate for the benefit of the University forty-six thousand and eighty acres of the public lands within the State, to be applied to the erection of suitable buildings for the University and to the restoration of the library and scientific apparatus, heretofore destroyed by fire, the surplus, if any, to increase the endowment of the University. Under authority conferred by this act the Governor appointed three commissioners, A. C. Hargrove, Eugene A. Smith, and J. B. Moore, to make selection of said land. The grant was accepted by the State, and the further location and management thereof was turned over to the trustees by act of the General Assembly approved February 5, 1885.

At a meeting of the trustees held in June, 1885, an ordinance was adopted providing for the care and management of this important trust, and for the sale of so much of said lands as was deemed necessary for the present needs of the University. The ordinance provided for the election of a land commissioner and a committee of three trustees, to be styled "the committee on the University land grant," said committee to be elected annually. To this committee is intrusted the care and sale of these lands, subject to such restrictions as the ordinance imposes, or as may from time to time be made by the trustees.¹ Messrs. Willis

¹ Report of the Trustees of the University of Alabama to the General Assembly, presented December 10, 1886, pp. 11-12.

G. Clark, James Crook, and Henry H. Brown were elected the said committee, and have been continuously in office by reëlection ever since.

Hon. A. C. Hargrove was elected land commissioner and still holds the office. All of these lands have been located, and nearly all of the selections have been formally approved by the Secretary of the Interior. About eleven thousand acres, or about one-fourth of the grant, had been sold up to January 1, 1889, realizing a handsome sum, which has been and is being expended as the act of donation directs. The average of prices received for said land is largely in excess of the expectations of the trustees, and encourages the hope that the grant will eventuate in a munificent endowment for the University.

During the five years, 1880-85, in which Colonel Lewis was president of the University the institution enjoyed uninterrupted prosperity. The number of students steadily increased, and there was annually sent out a large number of graduates in the different departments.

At the beginning of the autumn term, 1885, the University opened with a largely increased number of students. The president was engaged during the first day of the term in his usual duty of matriculating new students and assigning them to their classes. At the meeting of the Faculty in the afternoon he complained of indisposition, and the next day he was too unwell to leave the house. His malady turned out to be pleurisy, and he was pronounced by the attending physician to be dangerously ill. He lingered until the 11th of October, on which day he departed this life, mourned by his colleagues in the Faculty and by the students of the University, who loved him for his many noble qualities of heart and intellect, and by his family and friends. The funeral ceremonies were conducted in Clark Hall, from which his remains were borne to Evergreen Cemetery, hard by the University.

Colonel Lewis was a native of Alabama, born July 7, 1838, in the city of Montgomery; he was reared and educated wholly in his native State. His father was a distinguished physician, who died when he was yet a child. His mother was a daughter of the Hon. Eli Shortridge, who was for a long time one of the judges of the circuit court of Alabama. After careful preparation for college he entered the University in 1853, and was graduated with honor in 1857. After a season of preparatory study in the office of his uncle, Hon. George D. Shortridge, of Montevallo, he was admitted to the bar and had begun the practice of his profession when the Civil War began.

Mr. Lewis offered his services to the State, and was during the War a captain in the Second Alabama Cavalry Regiment. After the War he returned to the practice of the law, at Montevallo. In 1870-72 he represented Shelby County in the Legislature of the State. In 1873 he removed to Tuscaloosa and was engaged in a lucrative practice when, in 1875, he was nominated for Congress as a Representative from the State at large. He served two terms in Congress, but left the field of statesmanship in 1880 to take the presidency of the University.

In 1879 his *alma mater* honored him with the degree of doctor of laws.

He died in the very prime of life. Had he been permitted to live he would doubtless have risen to a high rank among the scholars of his age. His acquirements were varied and extensive. Unlike many of his legal contemporaries, he had not allowed the study of the law to absorb the whole of his time and attention. His mind had ranged over a wide field of thought and knowledge. He was a diligent reader and student. Possessed of an excellent memory, he rarely forgot anything in his studies that seemed worthy of being remembered. Although he was fond of literature and was well acquainted with the great masters of English style, his inclination led him to severer studies. He was a student of psychology and of political philosophy. His lectures to the Senior class on political economy, and to the law students on international and constitutional law, furnished the highest proof of his scholarly attainments in these abstract sciences.

As a man Colonel Lewis was remarkable for his amiability. Although there was nothing demonstrative in his manner, there was that something in him which, for want of a better name, has often been called personal magnetism, and by this he attracted the love and respect of all. As he had lived a Christian life, so he died in perfect peace.

The committee of the trustees in their report to the General Assembly, under the head of "Presidency of the University," speak thus feelingly of the death of Col. Lewis :

"On the threshold of the collegiate year of 1885-86 the death of Hon. Burwell B. Lewis deprived the University of its president and the State of an eminent citizen. A graduate of the University, distinguished for the unblemished purity of his private life and for his attainments as a scholar, jurist, and statesman, he brought to the great trust confided to him firmness tempered by mildness, wisdom ripened by experience, and knowledge sanctified to noble and patriotic ends by a sincere Christian profession and practice.

"The steady advance in the usefulness and popularity of the University during his administration realized the just expectations of the board in his election, and justified the belief that the continuance of his life and services would bring that institution to the standard of capacity and efficiency demanded by the educational wants of the State, and accomplish the objects for which it was endowed."

The students at the University at the time of his death have, by permission of the trustees, placed a handsome marble tablet in Clark Hall in honor of their loved and lamented preceptor and friend.

Statistics of the University under Colonel Lewis.

	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
Number of students	158	154	166	209	225
Graduated with titled degrees	38	29	36	45	45

CHAPTER XXXI.

Successor to President Lewis—Pro tempore Administration of Dr. Wyman—Election of General H. D. Clayton—Biennial Report of the Trustees to the General Assembly—Museum of Geology and Natural History—New Chemical Laboratory.

At a meeting of the board of trustees, soon after the death of Colonel Lewis, the presidency of the University was again tendered Dr. Wyman, whose admirable management of the University during his repeated calls, temporarily, to the position, and whose learning, business methods, sound judgment, and devotion to the interests of the institution, peculiarly fitted him for that high and responsible office. He was urged to accept the honor, which all considered was his due and would be worthily conferred and worthily borne; but his modesty equalled his ability, and he courteously but firmly declined to accept the presidency.

The board not feeling prepared to elect a permanent president, further action in the matter was deferred until the next annual meeting, Dr. Wyman having consented to discharge the duties of the office as president *pro tempore* until the close of the current scholastic year. This he did to the satisfaction of all concerned, bringing the business of the year to a successful termination.

The trustees conclude their report to the Legislature for the two years ending June 15, 1886, as follows:

“In concluding this review of the work and progress of the University during the last two years, the trustees may be pardoned for alluding to the prominent positions of usefulness and honor attained by its graduates.

“In the halls of Congress, in the chambers of the General Assembly, adorning the bench of our judiciary, in the varied walks of business and professional life, and largely in the ranks of the noble army of teachers, the alumni of this institution are found, serving their State and generation with intelligence, acceptability, and unswerving devotion, repaying many fold the benefits that the State through the University has conferred upon them.

“Especially would we notice the increasing number of graduates who, year by year, are devoting themselves to the work of instruction.

“In our public schools, in our high schools, and State normal schools the graduates are found actively engaged, and several of them preparing students for entrance to the University.

“The excellence of the preparation of the cadets sent by them attests the thoroughness with which they themselves were taught, and the fidelity and zeal they bring to the important work they have under-

taken are worthy of high praise and emulation, and are harbingers of good to the future of Alabama."

At the next meeting of the board, in June, 1886, General Henry D. Clayton, distinguished in the military annals of the State as an able and gallant officer, and, after the War, in the civil walks of life as an upright and learned jurist and a wise and progressive statesman, was elected permanent president.

General Clayton accepted the position, and at the beginning of the next session entered zealously and diligently upon the important work he had undertaken.¹

¹Since the foregoing pages were put in type the University has again been called to mourn the loss of a president by death. This able, zealous, conscientious, and Christian gentleman departed this life on Sunday morning, October 13th, stricken down untimely, in the midst of his useful and honorable career, mourned by the students, faculty, and trustees of the University, and lamented throughout the State.

Henry DeLamar Clayton, whose final and crowning life-work was in the cause of education as president of the University of Alabama, was born in Pulaski County, Ga., on the seventh day of March, 1827. When he was a mere boy his father moved with his family to what is now Lee County, Ala., where the subject of this sketch grew to manhood. In 1848 he was graduated with honors from Emory and Henry College, Virginia, winning the prize medal in oratory for his graduating address. In the following year he was admitted to the bar and began the practice of law at Enfauila.

Before the Civil War he repeatedly represented Barbour County in the Legislature of Alabama, and he was chairman of the military committee in that body at the outbreak of hostilities. He was elected colonel of the First Regiment of Alabama Volunteers, Confederate States Army, and at the expiration of its term of service he organized the Thirty-Ninth Regiment, of which he became colonel. He was successively promoted to brigadier-general and major-general, having won the last distinction for gallantry in the battle of New Hope Church. He was known as one of the foremost "fighting generals" of the western army. He was several times wounded, and at Jonesborough had three horses killed under him. His corps commander, Gen. Stephen D. Lee, said of him: "I have never seen the personal gallantry he displayed in the battles of Jonesborough and Nashville excelled."

After the close of the War General Clayton returned to the practice of his profession. A year or two later he was elected judge of the third judicial circuit of Alabama, in which capacity he served continuously until May, 1886, when he resigned. In June of the same year he was elected president and professor of international and constitutional law in the University of Alabama. He accepted, and in the following September he entered upon that noble calling in which the great southern leader, General Robert E. Lee, had spent his last years—the training of the sons of those whom he had led in battle for the high duties and responsibilities of American citizenship.

In assuming the duties of the presidency of the University General Clayton entered an untried field; but the marked administrative ability that had won for him the wreath of a major-general soon made itself manifest in the workings of the institution. With the liberal support of the board of trustees he was enabled to place the University fully abreast with the foremost of southern educational institutions in material appointments as well as in the standard of scholarship. It was, however, as a teacher of law that his talents found the most congenial field of effort. His practical experience of years on the bench was of inestimable advantage in leading his students up the "rugged heights of jurisprudence." Although learned in the law and skilled as an expositor, it was probably in the exalted standard of professional ethics that he constantly held up to his classes that he has left his most lasting impression

On the 18th of December, 1886, Hon. Enoch Morgan, president *pro tempore* of the board of trustees, chairman of the finance committee, a member of the building and other important committees, and a most useful, intelligent, and sagacious member of the board, suddenly departed this life at his home in Eutaw, Ala. The following resolutions were presented at the next meeting of the trustees by a committee appointed for that purpose; a day was set apart for their consideration, and, after brief eulogium by several of the trustees expressive of their high appreciation of the eminent virtues and services of the deceased, they were unanimously adopted and ordered to be engrossed on a memorial page of the minutes of the board:

Whereas, It has pleased God to remove from the scene of his usefulness our late associate and friend, the Hon. Enoch Morgan, the president of this Board, who departed this life on the 18th day of December, 1886; and

Whereas, His long service as a trustee of the University deserves the recognition that his worth as a citizen, his distinction as a man, and his excellence in all the relations of life, demand: Therefore,

Be it Resolved, That in his death the State has lost one of its foremost citizens, society one of its most useful members, and this Board one who was conspicuous for his wise judgment in the management of the affairs of this University, and who fulfilled, by the distinction which he attained in later life, the early promises given in the schools of his *alma mater*.

Resolved, That the members of this Board, being deeply sensible of the great loss they have sustained in the death of a colleague who was a faithful friend and wise counsellor, desire to express their heartfelt sympathy with his widow in her bereavement, and to assure her that the virtues of her deceased husband will ever be held by them in affectionate remembrance.

Mr. Morgan graduated in 1849 with the highest honors of his class. He was a sound and able lawyer, and among the most prominent men of the State. He died suddenly in the midst of his usefulness, and was universally lamented. He was genial and warm hearted, strong in his friendships, and loyal in his love and devotion to his *alma mater*. He was chairman of the finance committee of the board, and a member of the building committee. His knowledge of and familiarity with the finances of the institution, and his wise and conservative views and strong common sense, rendered his services invaluable to his colleagues.

Mr. Willis G. Clark, of Mobile, was elected president *pro tempore*, to succeed Mr. Morgan.

In their Biennial Report submitted to the General Assembly De-

upon the minds and characters of those who were fortunate enough to enjoy his instruction.

In 1850 General Clayton was married to Miss Victoria V. Hunter, a daughter of General John A. Hunter, and a sister of Mrs. James L. Pugh, wife of Senator Pugh. Mrs. Clayton, with a family of eleven children—seven sons and four daughters—survives her husband. One of the sons is the Honorable Henry D. Clayton, of Eufaula, a young lawyer of distinction and a member of the National Democratic Executive Committee. Another son, Mr. Bertram T. Clayton, of Brooklyn, N. Y., was graduated from the United States Military Academy, at West Point, in June, 1886, and was commissioned as a lieutenant in the Eleventh Regiment of United States Infantry; but he subsequently resigned to engage in manufacturing in the city of his adoption.

ember 12, 1888, the trustees give a summary of the work of the University for the two years ending June 15, 1888. They say:

"The academic department, under the wise direction of the president and Faculty, has continued to prosper. The cadets have made commendable progress in their studies, the grade of scholarship has been advanced, the examinations of students become more thorough, and it is the purpose of the trustees to continue this advancement as the improved methods and more intelligent and faithful instruction in the preparatory schools will from time to time permit. As these schools are being taught in increasing numbers by graduates of the University we may reasonably hope that in the near future the number of well-prepared students will largely increase, and the grade of scholarship of the University may be still further advanced.

"The number of matriculates in the University was two hundred and twelve for the scholastic year of 1886-87, and two hundred and thirty-eight for the year of 1887-88. Of the graduates of this period fifty-five received the degree of bachelor of arts, thirteen the degree of bachelor of engineers, four the degree of bachelor of mining engineers, three the degree of master of civil engineering, and thirty-six the degree of bachelor of law."

The finances of the University, as appears from the official report referred to above, are in a healthy condition:

The receipts from ordinary sources for the fiscal year ending June 16, 1888, were	\$59,444.54
The ordinary expenditures for the same period were	57,721.49
The receipts of the building fund the last fiscal year (transferred from the land fund account) were	58,554.59
Expenditures on account of buildings	52,563.70
Receipts from sale of lands, in cash	71,181.55
Receipts from bills receivable	13,508.91
This fund showed a cash balance in hand June 16, 1888, of	14,769.74

The improvements made during the period embraced in the last report of the trustees are varied, valuable, and important. They comprise the finishing and furnishing of Garland Hall (referred to in Chapter XXIX); repairing and repainting Alva Woods Hall; the construction of a complete system of water works, by means of which water is conveyed from a spring to tanks in the attics of the main buildings, and thence by pipes with hose attachments to every floor, with a sufficiency of hose to reach every room, and fire-plugs so arranged as to protect the exterior of these buildings; an improved system of closets, bathrooms, etc., including thorough drainage therefrom and of all the buildings and the grounds; a handsome and substantial iron fence in front of the campus; a complete and commodious laundry, fully equipped with the most improved machinery; an Edison incandescent electric-light plant with four hundred lights; a fire-proof vault, located in a separate building, large and commodious and securely built, in which valuable papers, receipts, etc., are kept; three new, handsome, and commodious dwelling-houses for professors; a new chemical laboratory, constructed

after the most approved plans, fitted up in the best manner, and furnished with the newest and most approved apparatus to be obtained in this country and Europe; and considerable and valuable improvements in and additions to the general and law libraries.

THE GEOLOGICAL MUSEUM.

The large and valuable collection of specimens in geology and natural history belonging to the University, the accumulation of many years, has, for the first time, been given fitting habitation. The first floor of Garland Hall is mainly devoted to the museum. It was fitted up and arranged under the personal supervision of the accomplished professor of geology, also State geologist, whose great industry, information, and skill in arrangement were brought into active requisition. The report of the trustees to the Legislature thus describes the museum :

"The ground floor front of Garland Hall, consisting of two communicating rooms, one hundred feet by twenty, and twenty-five by twenty, has been set apart for the reception and display of the geological and natural history collections. This room is furnished with wall and centre cases of yellow pine with walnut trimmings. The cases are provided with the Jenks museum locks and adjustable shelf brackets, and have been constructed with every precaution to exclude dust. The wall cases, about eighty running feet, hold :

"First. A collection of the fish of Mobile Bay, got together by Dr. Charles Mohr, of Mobile. The specimens are preserved in alcohol in suitable jars.

"Second. A collection of recent marine shells, obtained from the Smithsonian Institution and from various other sources.

"Third. A general geological collection of some six thousand specimens, arranged according to the geological formations. The basis of this collection is made by the specimens brought together by the State geological survey under Professor Tuomey and Dr. Smith, but many additions have been made to it by purchase and exchange, and besides being particularly full as regards Alabama geology, it is fairly representative of the geology of other parts of the United States, as well as of Europe. The collections of the State geological survey are added from year to year.

"Fourth. A collection of the native woods of Alabama, about one hundred and twenty-five species, each specimen in book form, with botanical name stamped in gilt upon red leather labels. This collection was made by Dr. Charles Mohr, under the auspices of the State geological survey.

"Occupying the centre of the rooms are several show-cases containing various collections, as follows :

"First. A general collection of minerals, about one thousand five hundred specimens, arranged according to the system of Dana, displayed in three slope-top show-cases on handsome tables, all constructed after the models of the United States National Museum. These min-

eral specimens, as well as the various geological specimens, are mounted in strong cloth-lined card-board trays, with bevelled front, also constructed after the patterns of the United States Museum. These trays were made in Mobile, are of equal excellence as the specimens from the Smithsonian, and cost much less than the Smithsonian authorities paid for their trays or than they could be reproduced for at the North.

“Second. An octagonal case, in centre of the corner room, holds a collection of the iron ores, coals, clays, marbles, and building stones, gold ores, manganese ores, and other mineral products of the State.

“Third. Three upright show-cases, containing a full and typical collection of the Alabama tertiary shells, about seven hundred specimens. This collection is probably the most complete of its kind in existence, and embraces many new forms not to be found in any other museum.

“Fourth. A collection of Indian relics from various parts of the State, including many handsomely decorated vases, engraved or etched stone discs, etc., obtained from the well-known locality at Carthage, in Alabama, and presented to the University by E. N. C. Snow and Prof. Eugene A. Smith. Besides these articles there are also many specimens of pottery, stone axes, celts, spear points, beads, etc., presented by friends of the University. A large steatite bowl, dredged from the Tombigbee River by Major Abbott, and presented by him, is worthy of special mention. It has been copied in plaster by the Smithsonian Institution.

“Fifth. A collection of the beautiful fossil fish from Wyoming, and of the fossil bird tracks from the Connecticut Valley. These are in a case with drawers.

“Sixth. A collection of the fresh water mollusks of Alabama, made principally by Dr. Eugene A. Smith and named by Dr. Lewis, of New York. This collection is supplemented by a number of specimens presented by Mr. T. H. Aldrich, of Blocton, to whom the University is also indebted for a fine collection of the tertiary shells from Caloosahatchie River, in Florida.

“In the second room there are two drawer cases, with sloping-top show-cases, containing duplicates of the tertiary shells and of the Alabama coal plants.

“Adjoining the museum rooms is a large room for the geological lecture and recitation room, furnished with wall cases on three sides. These cases hold the collections used for teaching and practice; in all about two thousand specimens.

“Still another room, adjoining the recitation room, is used as a preliminary store-room for the collections made from year to year by the geological survey, and is now filled with specimens which more than outnumber those displayed in the cabinets above described. As yet most of this material is unclassified, and from want of space remains in the boxes in which it was originally sent.

“In addition to the geological and other collections above described, the cabinet possesses a very complete herbarium, containing dried specimens of nearly all the phenogamous plants and mosses growing with-

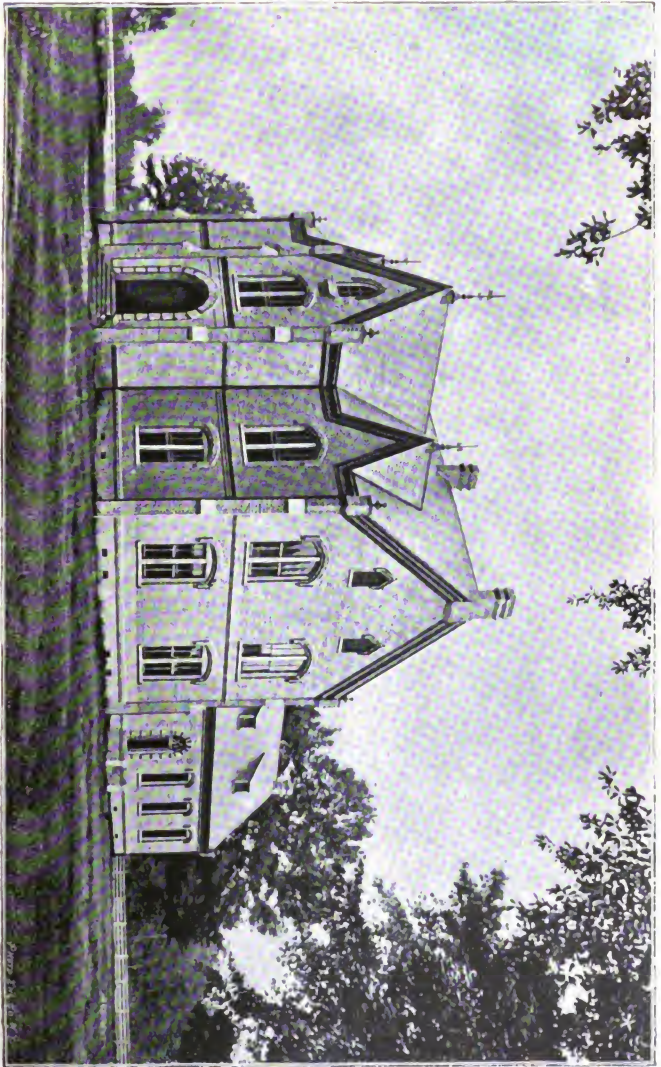
out cultivation in Alabama. These plants were collected by Dr. Charles Mohr and Dr. Eugene A. Smith during many years of field work. The two collections were united and have been carefully worked over, properly poised, and mounted by Dr. Mohr, and the combined collection forms by far the most complete herbarium of Alabama plants in existence. A preliminary list of the plants in this collection was published some years ago, but since that time the number of specimens has been nearly doubled. A new list is in course of preparation and will be published as soon as finished. A valuable collection, consisting of dried mosses, liverworts, fungi, and lichens, was presented some years ago to the University cabinet by Judge T. M. Peters of Moulton, Ala., and supplements the herbarium above mentioned, since it contains most of the classes of plants not included in the other.

"The collection has also been recently enriched by a donation from Dr. E. R. Showalter, of Point Clear, Ala. This donation contains duplicates of Dr. Showalter's fine and well known collection of tertiary shells.

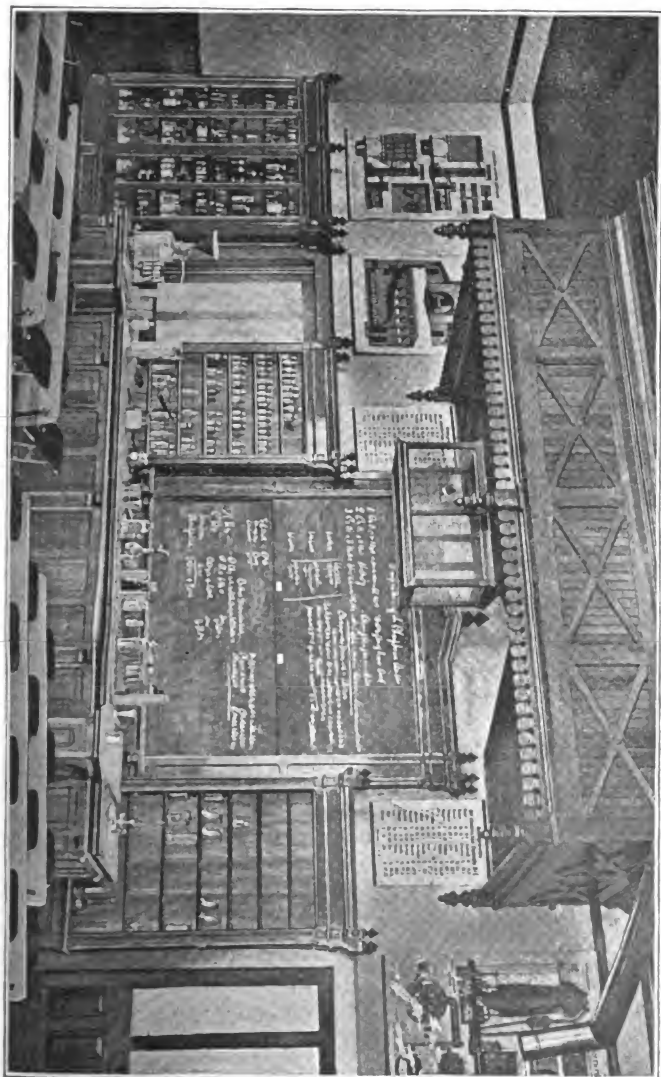
"A handsome collection of Arizona copper ores, including malachites, cuprites, and azurites, was presented to the cabinet last year by Mr. J. L. White."

THE CHEMICAL LABORATORY.

This building, recently erected, is so designed as to permit additions hereafter, should occasion arise, without marring the architectural design. In accordance with a resolution of the board of trustees the name of Tuomey Hall has been given to it, in recognition of the distinguished services of Professor Tuomey. As at present arranged it consists of a two-story part forty by seventy feet, and a one-story part thirty by seventy feet. In the two-story part are, upon the lower floor, a work-room and balance-room and office for the geological survey, a room for assaying, a room for the assistant in chemistry and for advanced students, and a store-room for apparatus to be supplied to students. Upon the second floor are the lecture-room, the preparation-room and private laboratory of the professor, a store-room and dark-room for photographic work, and a room for balances and library. The one-story part is intended as a general laboratory for the students, and has one large room, twenty-seven by sixty-eight feet inside, and a smaller room for balances. The general laboratory is provided with ten work tables, intended to accommodate each four students, and, in front of the windows, with places for twelve more. Between the windows are twelve draught closets, connected with flues for carrying off disagreeable or poisonous gases. The work tables are of modern design, and are made after the plan of the tables in the new laboratory of Professor Hofmann, in Berlin. At each end of the students' laboratory are the boilers for heating, supplying distilled water, etc. A large flue and openings in the ceiling provide for the general ventilation of this room. This and the other rooms are supplied with burning gas and



CHEMICAL LABORATORY, UNIVERSITY OF ALABAMA.



CHEMICAL LECTURE-ROOM FRONT VIEW. UNIVERSITY OF ALABAMA.

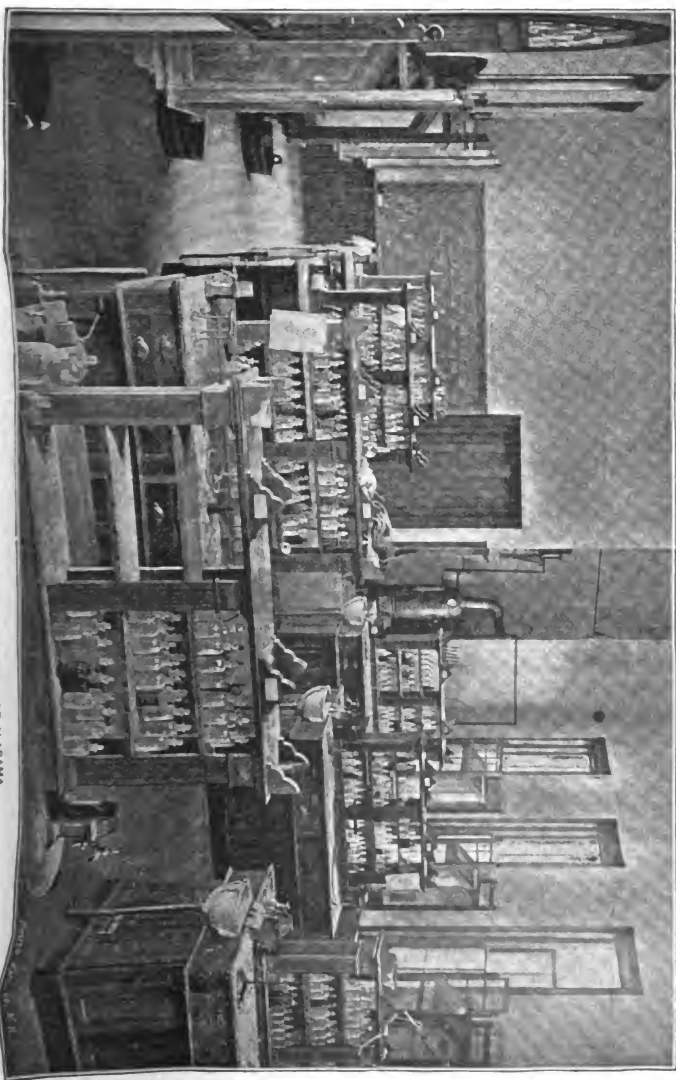
water, and are furnished with the tables, shelves, apparatus, and general fittings necessary for all present needs, and in all its arrangements and equipments the laboratory is fully abreast with the times and equal to the best in the country. The following description of the lecture-room is from the report of the trustees to the Legislature:

"The lecture-room is a large room, thirty-seven feet square, with raised platforms for the seats. Against the walls on three sides, and occupying the spaces between the windows, are handsome glass cases for the reception and display of apparatus and of the collections illustrating technical chemistry. At the end of this room nearest the entrance is the lecture table, sixteen feet long, furnished with gas and water pipes, jet pumps for vacuum and blast, and troughs for water and mercury. The water trough is lead lined and has a shelf extending nearly the whole length of the table, thus allowing the jars containing the gases used in the experiments to be brought directly in front of the lecturer, instead of on one side, as is usually the case. At the other end is a smaller trough, fitted up for experiments with mercury.

"Both the water and mercury troughs extend forward from the front of the lecture-table, forming bay-window-like projections, with plate-glass sides and fronts, which permit all that goes on to be plainly seen by the class.

"Besides a porcelain wash-bowl, with faucet at each end, the table is provided with a waste-pipe, near the centre, to carry off the water used in cooling condensers, etc. A pipe for downward draught leads from near the entrance of the table to a chimney-flue back of the table, in which a good draught is secured by means of a gas-jet fixed in the flue. Over the lecture-table is a hood, of handsome design, which serves to ventilate, thoroughly, the lecture-table space and to carry off acid and corrosive fumes. From this hood a glazed case, with flue counterpoised so as to move easily in either direction, may be drawn down upon the lecture-table and used for all experiments in which poisonous or otherwise specially disagreeable gases are given off. The case, when upon the table, stands over the downward draught pipe, and this, together with the upward-leading flue, prevents the escape of any of the fumes into the lecture-room. When not in use the case is pushed up into the ceiling of the large hood, and, being open at the base, forms a funnel-like extract flue for the ventilation of the table space. Against the wall, back of the lecture-table, are two sliding black-boards, each four by eight feet, giving an area of sixty-four square feet for figures, diagrams, etc. On each side of this black-board is a case of shelves for re-agents, finished up in the same style as the glazed cases, but lacking the doors. Two other large black-boards, against the walls, are used by students in recitation. All the cases, the lecture-table, and other furniture of this room are of yellow pine, finished in hard oil, and of the very best workmanship."

CHEMICAL LABORATORY—VIEW FROM NEAR, UNIVERSITY OF ALABAMA.



CHAPTER XXXII.

Organization and General Information.

There are now two general departments of instruction :

I. An academic department.

II. A department of professional education.

In the academic department are the following schools : (1) School of the Latin language and literature ; (2) school of the Greek language and literature ; (3) school of the English language and literature ; (4) school of modern languages ; (5) school of chemistry ; (6) school of geology and natural history ; (7) school of natural philosophy and astronomy ; (8) school of mathematics ; (9) school of philosophy and history ; (10) school of engineering. Candidates for admission to the Freshman class must be at least sixteen years of age, and have such preparation as will enable them to pursue with advantage the course of study they may select.

There are four undergraduate courses of study : (1) The classical course ; (2) the scientific course ; (3) the civil engineering course ; (4) the mining engineering course. The first two lead to the degree of bachelor of arts, the third to the degree of bachelor of engineering, and the fourth to the degree of bachelor of mining engineering.

Students who are unable or who do not wish to complete all the studies of either of the regular courses are allowed to select a course of study on certain conditions, and upon the completion of such course are entitled to a diploma of graduation in the schools selected, and are enrolled as alumni of the University. Students who have received the degree of bachelor of arts may attain the degree of master of arts by remaining one year longer at the University and pursuing advanced studies in at least three of the academic schools of the University. Bachelors of civil or mining engineering can attain the degree of civil or mining engineers by pursuing advanced studies in their respective courses one year longer. All matriculates in the courses mentioned become members of the Alabama Corps of Cadets, subject to military discipline, and are required to reside in the University halls.

In the department of professional education there are three schools : (1) The school of international and constitutional law ; (2) the school of common and statute law ; (3) the school of equity jurisprudence. The students of this department are not permitted to reside in the University halls, but are subjected to the same discipline, the military features excepted, as the academic students. The law course covers a period of two years, but a student may enter such advanced class as his acquirements on entering may justify. The degree of bachelor of

laws is only conferred after the applicant has sustained a satisfactory written examination in all the studies of the course in presence of the Faculty of the University.

The Rules of Practice of the Supreme Court of Alabama authorize the graduates of this department to practise in all the courts of the State, on simple motion, without examination.

The course of instruction in the military department of the University embraces : (1) Military art and science; (2) military law ; (3) elementary tactics.

The academic year is divided into three terms. Besides the daily examinations in the lecture-rooms there are two general examinations of each class held each year.

There are three literary societies connected with the University,—the Erosophic, the Philomathic, and the Pethonian, to each of which suitable rooms have been set apart and handsomely furnished by the trustees. These societies are considered, through their debates and literary exercises, of great advantage to the University, both in the individual benefit to the members and in the good influence they exert. Therefore every encouragement is given them by the Faculty and trustees. Each of these societies holds an annual celebration in the month of April, at which an oration is pronounced and a subject discussed. The Monday morning of each commencement week they hold an "inter-society debate" in Commencement Hall, which is always interesting and well attended.

The Society of the Alumni of the University holds its annual meeting on Tuesday of commencement week. These reunions are looked forward to with much interest. An oration is always delivered at each meeting, and last season a handsome banquet was given. The success of the entertainment led to the determination to make the banquet a feature of each annual gathering of the alumni.

"The society at its meeting in June, 1835, resolved to establish a fund for the assistance of meritorious students in narrow circumstances, who are seeking the benefits of a thorough education at the University. It is the purpose of the society to lend the income of the fund to students who may need pecuniary assistance during their residence in the University. A considerable amount has already been contributed to this fund, but there will be no income available for loans before the beginning of the fiscal year of the University, July 1, 1839. The management of this fund is confided to a board of trust appointed annually by the society. All contributions to the fund are to be invested by the board of trust in Alabama State bonds, under the general supervision of the society. It is confidently expected that every graduate of the University will contribute liberally to this fund. Former students of the University and all other friends of education in the State are likewise invited to contribute."

FEES AND CHARGES.

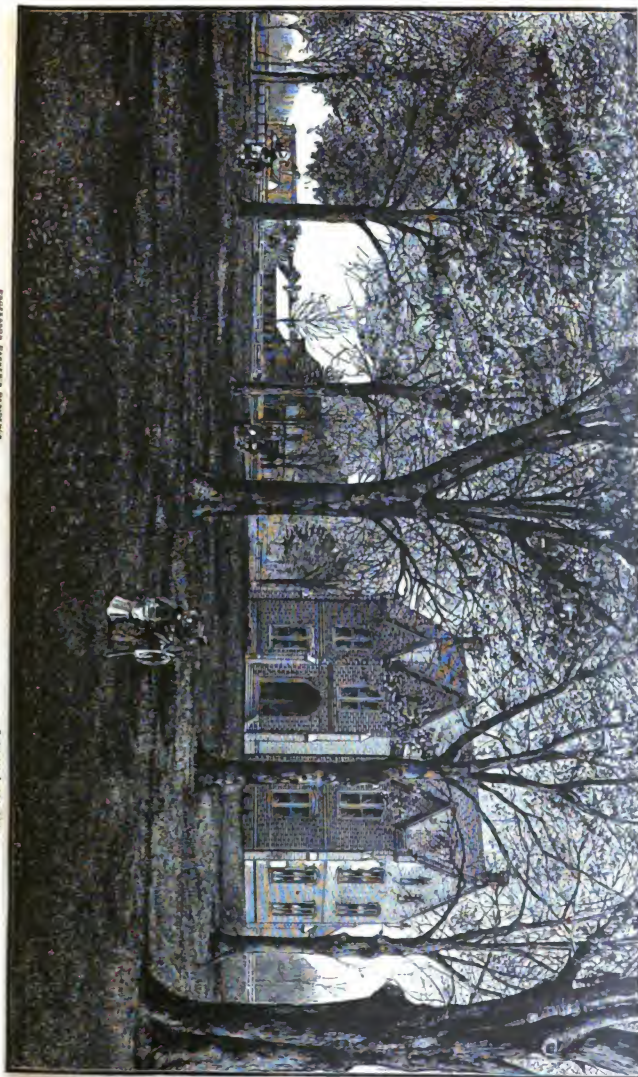
At their annual meeting in June, 1887, the trustees abolished all charges for tuition fees to students from the State of Alabama.

This action reduces the annual charges to Alabama students to one hundred and fifty-six dollars, payable as follows: Fifty-five dollars and forty cents at beginning of first term, fifty dollars and thirty cents at beginning of second term, and fifty dollars and thirty cents at beginning of third term. Besides these regular charges, a contingent or damage fee of five dollars must be deposited at the beginning of each collegiate year, which is returned at commencement, or such part thereof as has not been expended for damages done to University property by the depositor. Small fees are also required of laboratory students to pay for gas and other material consumed by them in their work.

The board of trustees is now constituted as follows: His Excellency Thomas Seay, Governor of Alabama, *ex-officio* president; Solomon Palmer, State Superintendent of Education, *ex-officio* member; first district, Willis G. Clark, Mobile; second district, William S. Thorton, Montgomery; third district, John A. Foster, Clayton; fourth district, N. H. R. Dawson, Selma; fifth district, Thomas D. Cory, Mulberry; sixth district, James E. Webb, Birmingham; sixth district, Henry H. Brown, Birmingham; seventh district, James Crook, Jacksonville; eighth district, R. Barnwell Rhett, Huntsville.

Officers: Willis G. Clark, president *pro tempore*; William A. Cochran, secretary; James H. Fitts, treasurer; A. C. Hargrove, land commissioner.

Officers of instruction and government: Henry D. Clayton, LL. D., president and professor of international and constitutional law; William S. Wyman, LL. D., professor of the Latin language and literature; Benjamin F. Meek, LL. D., professor of the English language and literature; William A. Parker, LL. D., professor of modern languages; Eugene A. Smith, Ph.D., professor of chemistry, mineralogy, and geology, and State geologist; Henderson M. Somerville, LL. D., lecturer on statute and common law; Joshua H. Foster, D. D., professor of natural philosophy and astronomy; Thomas C. McCorvey, A. M., professor of mental and moral philosophy and political economy; John C. Calhoun, M. A., professor of the Greek language and literature and instructor in Spanish; Robert A. Hardaway, A. M., C. E., professor of civil engineering; Thomas W. Palmer, M. A., professor of mathematics; A. C. Hargrove, A. M., professor of equity jurisprudence; John M. Francis, A. B., instructor in chemistry; James J. Mayfield, Jr., A. B., instructor in physics; William B. Saffold, A. B., instructor in mathematics; Reuben M. Searcy, A. B., instructor in chemistry; Ormond Somerville, A. B., instructor in Latin and English; Martin D. Sibert, instructor in drawing; John J. Harris, A. M., quartermaster and commissary; David L. Foster, A. M., M. D., surgeon; Amelia G. Gorgas, librarian; James Courtney Hixson, commandant of cadets; Edward Boist Anderson, adjutant.



PROFESSOR JAMES B. HARRISON.
VIEW OF CAMPUS LOOKING NORTHEAST, UNIVERSITY OF ALABAMA.
CHEMICAL LABORATORY

WORK IN PROGRESS.

The board of trustees at their last annual meeting, in June, 1888, directed the building committee to erect a building for use as a physical laboratory, similar in dimensions and style to the chemical laboratory, and to thoroughly furnish the same with the best apparatus to be procured, with an annex for a gymnasium, and to erect two additional dwelling-houses on a plan similar to those constructed the previous year. These buildings were soon put under contract and are now completed. The dwellings are already in use, and the physical laboratory and gymnasium are nearly ready to receive the furniture and apparatus designed for them.

At a recent meeting of the board of trustees the following resolution was adopted:

“Be it resolved, That the newly-erected chemical laboratory building be known and designated as Tuomey Hall, and the physical laboratory be known and designated as Barnard Hall, in recognition of the very distinguished services rendered by Michael Tuomey and F. A. P. Barnard as professors in this University.”

The board also made a handsome appropriation to increase the library, which is being judiciously expended under the wise and practical supervision of President Clayton. With the increase thus provided for the library will soon contain more than ten thousand volumes, exclusive of pamphlets and other unbound matter.

It is the purpose of the board still further to enlarge the capabilities of this University, and to furnish all the means and appliances needful to place it in the first rank of educational institutions in the South.

In concluding this review of the University of Alabama from its first session, in 1831, to the beginning of the year 1889, embracing a period of nearly three score years, the writer may adopt the language of the committee of trustees in closing their last report to the General Assembly of Alabama: “The friends of the University, and all advocates of the higher education in the State, will rejoice at the evidence herein given of the recent rapid but substantial growth of this venerable institution of learning, which, commencing its life almost with the birth of the State, and after passing literally through the fire, and encountering many dangers and disasters, is at last on the high road to great prosperity and usefulness. *‘Esto perpetua.’*”

CHAPTER XXXIII.

PERSONAL REMINISCENCES OF THE UNIVERSITY OF ALABAMA, BY HON. JAMES E. SAUNDERS.

Origin of the University of Alabama—Recollections of Presidents Woods, Manly, and Garland—Sketch of the Life of Professor Barnard—His Early Years—Elected Professor of Mathematics—Controversy with Governor Collier—His Eminent Services—Called to the University of Mississippi—Elected President of Columbia College—Tribute by Whittier to President Barnard.

[The following sketch was prepared by the Hon. James E. Saunders, of Courtland, Ala., by request of the Commissioner of Education.

This gentleman was born in Brunswick County, Va., May 7, 1806, but while still a child his father moved to Williamson County, Tenn., and afterwards to Lawrence County, Ala. He completed his education at the University of Georgia, then under the presidency of Dr. Moses Waddel, in whose celebrated school at Willington, in South Carolina, so many young men of that State and of Georgia were educated.

After his graduation, Colonel Saunders entered upon the study of law. He began the practice in North Alabama in 1826, and soon attained a leading position as a jurist and advocate.

In 1840 he was elected to the lower house of the General Assembly of the State, and was the acknowledged leader of his party in that body. He was a ready speaker, strong in debate, graceful in manner, eloquent in speech, and these attributes, together with his services as chairman of the judiciary committee, gave him great distinction throughout the State.

Upon the election of his friend, Mr. Polk, to the Presidency, he was made collector of customs at Mobile.

Colonel Saunders was a patron of education. He was a trustee of La Grange College during nearly the whole period of its existence. He was also a member of the board of trustees of the University of Alabama for some years, and contributed to the change which brought Dr. Manly into the presidency of that institution.

For a number of years Colonel Saunders has retired from the active duties of life. He now resides upon his plantation, devoting himself to literature and agriculture. He is fond of writing and has made many contributions to the history of the State, with whose affairs he has been for so many years intimately acquainted. Though now eighty-four years of age, he is still in vigorous health, dispenses a generous hospi-

tality, is keenly alive to all that concerns his country and his friends, and awaits, with the faith of a Christian, the summons that will translate him to a higher existence. He is older than his State, and one of the few remaining landmarks of its early settlement and civilization.]

The University of Alabama was founded upon an endowment granted by the United States in the act admitting Alabama into the Union; it consisted of a principality of public land amounting to seventy-two sections. Under the care of a number of trustees, among whom may be found the names of Governors Pickens and Murphy, and George W. Owen, Henry Hitchcock, Jack Shackleford, John McKinley, Thomas Fearn, Arthur F. Hopkins, and David Moore, these lands were carefully selected and sold at auction; but to foil land speculators they fixed the high limit of seventeen dollars per acre, and required one-fourth of the price to be paid in cash and the balance in instalments. The consummation of these sales and the erection of the college buildings required a long time, and the University was not opened for students until 1831.

It has continued with success, varying with the political and commercial causes which have affected its prosperity, until the present time. The benefits conferred by the University upon the people of Alabama and the surrounding States are beyond computation; some idea may be formed by consulting a biographical catalogue of its alumni, compiled with great care and labor by Professors Wyman and McCorvey, and published in 1878. There about one thousand alumni are recorded. Of members of Congress from this and other States there are quite a number; of judges and lawyers a very long list, and a still longer one of educators. These have filled the academies and colleges and universities of the South.

Rev. Alva Woods was the first president of the University of Alabama. He was born in Shoreham, Vt., was graduated at Harvard University in 1817, and was ordained a minister of the Baptist Church in 1821. From 1824 to 1828 he was professor of mathematics and natural philosophy in Brown University. From 1828 to 1831 he was president of Transylvania University, Kentucky. In 1831 he was elected president of the University of Alabama, which office he resigned in December, 1837. I never heard a doubt expressed by any competent judge as to President Woods' scholarship; yet the institution steadily declined under his supervision. He seemed to lack the faculty of governing young men. There were tumults amongst the students and discontents amongst the friends of the institution, which led to the resignation of every member of the Faculty and its complete reorganization. Having been in a position to know well the history of these difficulties, I am satisfied that they had their root in the fact of the scarcity of academies where pupils could be prepared for, and some laxity in suffering their admission into the University before they were fully prepared.

Dr. Woods returned to Providence, R. I., where he lived for many years before his death.

The Rev. Basil Manly, D. D., was the next president of the University. He was born in Pittsborough, N. C., January 29, 1798, graduated at South Carolina College in 1821, and was second president of the University of Alabama, from 1837 to 1855. He died in Greenville, S. C., December, 1868, in the seventy-first year of his age.

Dr. Manly was a good general scholar; but he had not been selected on account of his scholarship to resuscitate the University, but for other high qualities in a president; and the board of trustees were not disappointed in their choice. As it was not my privilege to know him long, I take the liberty of here inserting an estimate of him from Hon. J. L. M. Curry, our late minister to Spain: "Dr. Manly was a rare combination of masculine virtues and feminine graces. In him were blended extraordinary courage, firmness, candor, moderation, equanimity, meekness, sympathy, tenderness, and love. In social intercourse he had few superiors. With the educated and illiterate he was equally at home, winning and charming old and young, rich and poor, with his intelligence, tact, and marvellous adaptedness to his surroundings. His politeness, springing from Christian principle, was perfect."

Landon Cabell Garland, LL. D., was the third president of the University of Alabama. He was born in Nelson County, Va., March 21, 1810; graduated at Hampden Sidney College, Virginia, in 1829; was professor of mathematics and natural philosophy at Washington College, Lexington, Va., in 1830. The reputation that he carried out with him from his *alma mater* must have been high, for he was called back in 1837, to its presidency, to succeed the celebrated Dr. Olin, when he was only twenty-seven years of age.

He was called to the University of Alabama in 1848, and served as professor of physics and astronomy until 1855, when he succeeded Dr. Manly as president of the institution, continuing in this office until the burning of the University in 1865. His reputation, not only as a profound scientist, but as an orator of much eloquence, had preceded him to Alabama. Dr. Wardsworth, a competent judge, who had been one of his pupils at Randolph-Macon, had pronounced him the most eloquent speaker he had ever heard. His habits were very simple.

He was elected to the chair of physics and astronomy in the University of Mississippi in 1866, and continued therein until Vanderbilt University was founded and its business opened, in September, 1875. He then was elected chancellor of this great institution. He has continued ever since to perform the duties of this responsible station most satisfactorily to the board of trustees and the public, and is still blessed with unusual good health and strength for one of his age. Ordinarily an ordained minister is chosen to preside over a denominational University. Dr. Garland is not one; yet his baccalaureate addresses, and what he calls his "lay sermons," are masterpieces in style, and have

graven deeply on the hearts of his pupils the principles of virtue, temperance, and religion.

Frederick Augustus Porter Barnard, D. D., S. T. D., LL. D., L. H. D., and D. C. L., was born in Sheffield, Mass., May 5, 1809, and died in the city of New York, April 27, 1889. His career as an educator extended over a term of sixty years, and embraced all the branches of human learning taught in the wide range of a University proper. His paternal ancestor, Francis Barnard, of Coventry, England, came to America in 1636, and his maternal ancestor, John Porter, also an Englishman, from Warwickshire, some ten years earlier. His father, Robert Foster Barnard, of Sheffield, was State Senator several times, and a prominent lawyer, and his mother, Augusta Porter, the daughter of John Porter, M. D., of Salisbury, Conn. The sister of Dr. Barnard, two years older than himself, married United States Senator Porter, of Michigan. Gen. John G. Barnard, the well known engineer, who died in 1882, was his younger brother.

In early childhood Dr. Barnard was carefully taught by his mother, and he became fond of books. At the age of six he commenced the study of Latin, and very early in life was fond of reading the English classics. At nine years of age he was sent to reside with his maternal grandfather, and became a student of Saratoga Academy, New York; he remained here for three years, when he went to Stockbridge, Mass., and attended there an excellent school, where he acquired a taste for the study of physics, in which afterwards he became so distinguished.

In 1824, when he was fifteen years old, he entered Yale College, "and before the close of the Sophomore year he was the recognized leader of the class in the study of pure mathematics and the exact sciences." In 1828 he was graduated second in the class, and the next week he began his long and useful life as a teacher in the Hartford grammar school. During the two years he remained there he studied the French language in order to prosecute his studies in the higher mathematics, and he wrote two works; one was a School Arithmetic, which found so much favor at Yale that it was placed on the list of books required for admission; the other was an addition to Bridge's Conic Sections; the Yale authorities soon made this a text book in the college; other institutions followed the example set by Yale, and for many years the majority of college students in the country used this book in their study of the higher mathematics. Conic sections! One of the summits of the mountain of pure mathematics! the horror of the college student, the test of which is not successfully borne by half of a large class! that a youth, before his majority, should have written a treatise upon it so much approved by ripe scholars, was one of the most remarkable achievements of Dr. Barnard's career.

Two years after his graduation he was elected a tutor at Yale, where he remained one year, when he had a severe illness which affected his hearing materially, and he accepted a position in the asylum for the

deaf and dumb at Hartford. In a short time he was transferred to the institution for the instruction of the deaf and dumb in the city of New York. Here he remained five years before his removal to the South. During this time he wrote many valuable articles on the instruction of the deaf and dumb, which were published in leading periodicals, including the *North American Review*.

He had thus spent nine years as a teacher since his graduation, when he was called to a new sphere of action. The University of Alabama had been broken up, as I have related above, and every member of the Faculty had resigned. Rev. Basil Manly, D. D., had been elected president, and on a tour North, made for the purpose of selecting suitable persons for the professorships, he happened to meet with Dr. Barnard while he was walking in company with President Day, of Yale, who introduced them to each other. About a month afterwards Dr. Barnard received a letter from Governor Bagby, president of the board of trustees of the Alabama University, informing him that he had been elected professor of mathematics, natural philosophy, and astronomy in the University. He accepted, but there being no continuous line of railroad he selected the sea route, and he was nearly three weeks in reaching the port of Mobile by a sailing vessel. When he reached Tuscaloosa he was cordially received by his colleagues, but he only found thirty-six students in college. The Senior class contained only a dozen, but they were a class of pretty strong young men. Perfect order prevailed in the institution. He remained an officer of the University for seventeen years, but in 1848 he was transferred to the chair of chemistry and natural history, yielding his former position to Dr. L. C. Garland, whose tastes were scientific. During this time the chair of English literature twice became vacant, and on each occasion he assumed its duties in addition to those of his own department, doing double service for an entire year on each occasion.

About the year 1846 he induced the trustees to establish and furnish an astronomical observatory on a small scale, and when the seat of government was removed from Tuscaloosa to Montgomery and the old state-house became by law the property of the University, the first use which was made of it was by Dr. Barnard, who repeated the experiment of Foucault, demonstrating the earth's rotation by a pendulum. The dome of the building afforded free space for a pendulum ninety feet long. The experiment being conducted in so public a place attracted much attention.

In the year 1846 the States of Alabama and Florida appointed a joint commission to fix permanently the boundary between the two States. Dr. Barnard was appointed astronomer by the Governor on behalf of Alabama, and the astronomer on behalf of Florida not having made his appearance at the rendezvous, he was appointed to act for that State

¹For the matter, and much of the language, of the foregoing paragraphs I am indebted to an excellent article on Dr. Barnard in the *New York Herald*.—J. E. S.

also. The real boundary was the thirty-first degree of north latitude, but the difficulty arose from two different lines having been marked. His first proceeding was to observe for latitude. For this purpose he was obliged to depend on a reflecting circle and an artificial horizon. He soon satisfied himself that the one marked by small mounds corresponded with this degree of latitude, and that the other was a mere "random" line, and crooked. Both parties concurred in fixing the line in conformity with the report of Dr. Barnard.

A literary monthly was established at Tuscaloosa, called *The Southron*. The editor was the Hon. A. B. Meek, a graduate of the University of Alabama, who was held in high estimation in the South as a poet. He was assisted by several others, amongst the rest the Hon. William R. Smith, a member of Congress from that district, and who, after the War, became president of the University. To this magazine Dr. Barnard became a copious contributor. But the most wonderful thing about Dr. Barnard was that he was not only a scientist, but an ardent Whig politician. The *Monitor*, at Tuscaloosa, was the leading paper of that party in middle Alabama when edited by Mr. Miller. When he returned to Georgia for the purpose of writing *The Bench and Bar of Georgia*, his place could not be filled for several years. During this time Dr. Barnard was the actual but unavowed editor of the paper, and never were its discussions conducted with more spirit.

A controversy took place about the year 1854 which was memorable in the career of Dr. Barnard. An effort was made to revolutionize the whole course of instruction and government in the University, and to reconstruct the institution upon the model of the University of Virginia. The leading man in this movement was the Hon. Henry W. Collier, who had been an able judge of the supreme court, Governor of the State, and was a man of considerable learning and ability. He published repeated articles in favor of the change in the newspapers. Dr. Barnard thought the change at the time premature and opposed it vigorously in a number of articles, though anonymously. The controversy became warm and, unfortunately, personal. It leaked out that Dr. Barnard was the opponent of Governor Collier, who alluded to him as a "Yankee who had no sympathies with the South." Dr. Barnard replied hotly that he would give the Governor to understand that "it was not in the power of a broken-down politician" to browbeat a body of men of sense. The Governor was stung by the imputation, for success had followed every aspiration of his public life except gaining a seat in the Senate of the United States. He, by a written communication, impeached Dr. Barnard before the board of trustees and demanded his removal. The board, on hearing the case, promptly decided that they had no jurisdiction of it. The misfortune of Governor Collier in this case was that he happened to come into conflict with a man of great ability who had made the subject the study of his life, as his articles, afterwards published under the title of *Letters on College Gov-*

ernment, clearly indicate, and who afterwards, during a term of a quarter of a century as its president, transformed Columbia College into his ideal of a real university, as we shall see in the sequel.

Whilst Dr. Barnard was professor in the University the young ladies of the Female Institute were invited to attend his lectures, and seats were specially reserved for them at recitations. In this may be seen the germ of an idea which culminated in the organization of a college during the last year of his life for the special benefit of females, and which, since his death, the trustees have named Barnard College. Lately the trustees of the Alabama University have also honored his memory by calling the new laboratory the Barnard Laboratory.

While he was professor of chemistry at Tuscaloosa, in 1848, he gave great attention to methods of photography. The daguerreotype process was in general use, but he discovered a method of accelerating the luminous impression by the use of gaseous chlorine. He also contrived optical methods of producing stereoscopic plates for binocular vision, both impressions of the pair being made on the same silver plate at a single exposure. One of these was sent to Philadelphia for exhibition at a fair, and Professor Dana, of New Haven, who was chairman of the jury, said it would have been adjudged the first prize had it been received in time.

In 1854 he was admitted to orders in the Protestant Episcopal Church. When a student at Yale he became a convert to the doctrines of that church, and obtained permission from the Faculty to attend its services in New Haven instead of the college chapel, where attendance was, by law, compulsory. On his removal to New York he attached himself to the Church of St. Thomas, at its old site, which was three miles distant from his residence, and to which he walked every Sunday. The pastor of this church was the Rev. Dr. Francis L. Hawkes, who was famous as an orator. The name of Dr. Barnard as a student of divinity was on the the books of Bishop Onderdonk, but he did not receive orders until 1854, and then from Bishop Cobbs, at Selma, Ala., where he preached his first sermon.

During this same year he was elected professor of mathematics, physics, and civil engineering in the University of Mississippi, of which the Hon. A. B. Longstreet was then president, and with reluctance accepted. Thus Alabama lost one of its most learned professors, who had won the love and esteem of his associates, and had made his influence felt through all the departments of the institution with which he had been connected.

At Oxford his reputation continued steadily to increase, and in 1856 he was promoted to the presidency of the institution, still retaining, however, the same chair of instruction as before. Owing to his influence the State of Mississippi added greatly to the apparatus of this department. On one occasion important business called me to Oxford, and while there, in company with one of the trustees, I visited Professor

Barnard. When we rose to go he invited us to the laboratory. Here he put in operation a costly orrery, exhibiting the motions of the heavenly bodies. For two hours he interested us with many curious experiments, and I was more than ever impressed with the fact that he loved science purely for its own sake.

In 1858 he delivered the annual address before the alumni of Yale College, and in 1860 a course of lectures at the Smithsonian Institution, Prof. Joseph Henry then being at the head of it. An intimate acquaintance enabled the professor to contribute to the elevation of Dr. Barnard to a high position many years after. In 1860 he was made president of the American Association for the Advancement of Science. He was a member of many other learned societies in America and Europe. In 1860 he went to Labrador on the Government expedition to observe the eclipse of the sun.

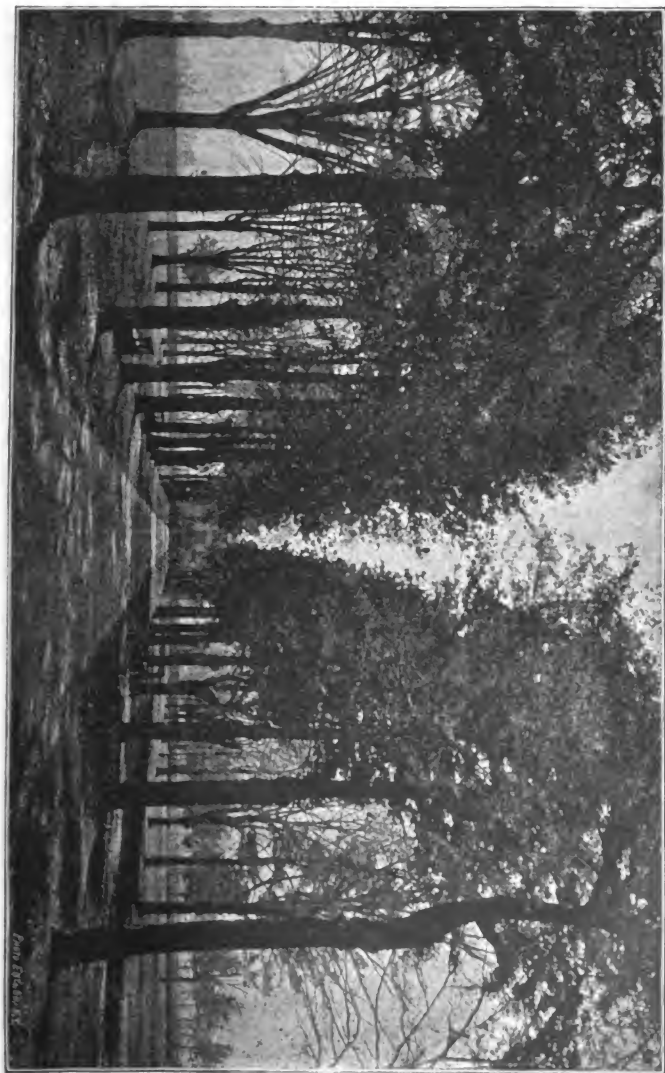
In 1861 the University of Mississippi was broken up by the War, and most of its students became volunteers. Dr. Barnard not being a soldier, and his connections and personal friends being mostly on that side, went North. In 1862 he was employed in the National Observatory in the reduction of Gilliss's observations of the stars in the southern hemisphere. In 1863 he had charge of the chart printing and lithography of the Coast Survey, the under charge of Prof. A. D. Bache.

He published many able papers, some of them having reference to education, entitled Letters on College Government, Report on Collegiate Education, Art Culture, and The Relation of University Education to Common Schools. Indeed there never seemed to be a time when he was not considering some important subject. His first interview with Dr. Manly, already mentioned, was fortuitous; for he had engaged to prepare an article for a magazine then edited in New York by Park Benjamin, on Electro-Magnetism and Magneto-Electricity, a subject which had acquired a lively interest in consequence of the very remarkable investigations conducted by Professor Faraday, at the Royal Institution at London. The papers he wanted he could not find in New York; and he was then going to the library of his old instructor, Professor Silliman. And again, after he returned North, his article on Mathematical Principles of the Undulatory Theory of Light was published in the Smithsonian reports.

In 1864, having applied for the vacant chair of physics in Columbia College, New York, the trustees elected him their president. This unexpected good fortune he attributed to the influence of Professors Bache and Henry, two very responsible indorsers in a case like that. Here he continued until the day of his death. He found it a mere college; he left it a real university with one hundred teachers, exclusive of the medical schools, which had merely a nominal connection with it.

The year before his death, President Barnard, having become deaf and quite infirm, tendered his resignation to the board of trustees. They gave him leave of absence for a year, and made him, whenever

VIEW OF CAMPUS—LOOKING SOUTH, UNIVERSITY OF ALABAMA. PRESIDENT'S MANSION IN THE DISTANCE.



his successor was appointed, president-emeritus, with a continuation of his salary during the remainder of his life. The senior professor was then appointed temporarily to perform the duties of the office. This act of the trustees is a stronger proof of the merits of President Barnard than the strongest superlatives that could be used by a eulogist.

I shall, however, introduce another fact to show how universal was his genius. When they were both young men a strong friendship was formed between him and the poet Whittier. When the latter published his *Miriam*, in 1870, he dedicated it to his friend Barnard in his best style :

"Alike we loved
The muse's haunts, and all our fancies moved
To measures of old song. How since that day
Our feet have parted from the path that lay
So fair between us! from life-long search
Of truth, within thy Academic porch
Thou sittest now, lord of a realm of fact,
Thy servitors the sciences exact."

Mr. Whittier, on the occasion of his death, sent to the Critic the following letter :

"I have just heard of the death of President Barnard. It ends, so far as this life is concerned, the unbroken friendship of sixty years which has existed between us. I knew him first as a tutor in Yale College, and afterwards in Hartford, Conn., when he was a teacher in the Asylum for the Deaf and Dumb in 1830-31. We became strongly attached friends. I was at that time editor of the *New England Review*. A scholar of rare acquirements, brilliant, graceful, and handsome, surrounded by admirers of both sexes, he was unassuming, and bore himself then, as ever after, as a perfect gentleman. He wrote occasionally for my paper in prose and verse. I remember one or two imitations of Hafiz and other Persian poets, full of grace and rhythmic sweetness. Had he devoted himself to literature, I am sure he would easily have won high distinction. But he decided otherwise, I think wisely. His life work as an educator can not be too highly estimated, for none was ever more faithfully and successfully performed. He leaves behind him a noble reputation, and will be followed to his rest by the love and admiration of all who knew him.

"JOHN G. WHITTIER.

"AMESBURY, *April 30, 1889.*"

Dr. Barnard was one of the commissioners to the Paris Exposition in 1867. He wrote about twenty original articles for Johnson's *Cyclopædia*. In 1844 the degree of J.L.D. was conferred upon him by Jefferson College, and in 1848 the same degree by Yale; in 1861 the degree of D. D. by the University of Mississippi; in 1872 the degree of L. H. D. by the University of New York; and in 1878 the degree of D. C. L. by King's College, Canada.

In preparing these notes I have relied upon my own memory (for I had the honor of Dr. Barnard's acquaintance while he resided in the South), upon an account of his personal history which he gave in a letter a few months before his death, and upon notes on his life, written from his dictation during his last illness. These notes were kindly forwarded to me by that gifted and excellent lady Mrs. Barnard. The doctor often referred to her in his life in terms of tender affection and high admiration. But the full value of his labors will never be known until his biography shall be written by some scientist whose breadth of erudition shall equal his own; for it would have to be, virtually, a history of the progress of science for the last sixty years. Fortunately there is ample material for such a biography. In answer to a question as to what had been published in reference to him he replied, "there have been some sketches, but all more or less imperfect; but I have no copy of any of them. The one which was the most complete was inserted by Benjamin F. Lossing in the Documentary History of New York, a very costly volume published by the Legislature of the State, of which I have never seen a copy except the one which belongs to the library of this college. There was one published about ten years ago by Prof. E. L. Youmans in Appleton's Scientific Monthly, and one in 1855, in Henry Barnard's Journal of Education. The several cyclopædias contain of course brief and imperfect notices."

CHAPTER XXXIV.

THE AGRICULTURAL AND MECHANICAL COLLEGE.

Organization and Equipment—Change in the Character of the Institution—Improved Facilities for Instruction.

The Agricultural and Mechanical College, at Auburn, was established in 1872, at which time the donation of land made by Congress to the several States to establish in each a college was accepted by Alabama.

The building was given to the State by the Methodist Church on condition that the college should be located at Auburn, and, with the endowment arising from the proceeds of the sale of the two hundred and forty thousand acres of land given by Congress, the college was organized in February, 1872.

In 1883 thirty thousand dollars were appropriated by the State to repair and construct necessary buildings and provide equipments, and in 1887 twelve thousand five hundred dollars were appropriated "to aid and encourage technical education, in providing additional equipments for mechanic arts," etc.

In June, 1887, the main college building, an elegant structure, with

its entire equipment, was destroyed by fire; fortunately it was insured for thirty thousand dollars.

Since the fire, by means of the funds received from the insurance policies, there has been constructed an elegant chemical laboratory of beautiful exterior, with modern internal arrangements especially adapted to teaching practical chemistry; and the main college building has been placed under contract and is now partially completed.

The college, when first organized, was constituted after the manner of ordinary literary and classical colleges in the country, with the addition of a professorship of agriculture attached to a chair of English or philosophy.

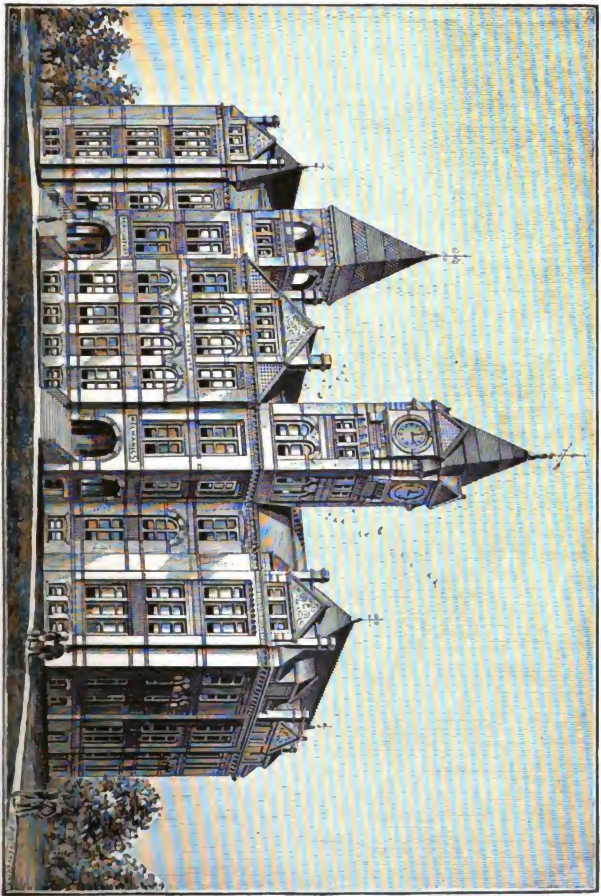
When the appropriation by the State furnished means for advancement the trustees determined to make the college conform more strictly to the requirements of the act of Congress by which the land-grant colleges were established; concluding that by requiring the institution to devote its energies in a special degree to the teaching of science and its applications—especially to the teaching of the sciences that relate to agriculture and the mechanic arts—it would fill an educational want in the State and establish a reason for its existence.

The change in the character of the institution in making it a school of science or polytechnic institution, where the study of mechanic arts and the sciences which relate to agriculture are most prominent, was strongly urged and made effective in a large degree by the labors of those earnest and active trustees, Col. C. C. Langdon and Hon. H. D. Clayton; the former, in honor of whom Langdon Hall is named, having been, as trustee, an earnest and constant supporter of the institution since its foundation; while the zealous and efficient services of the latter, now president of the State University, as trustee and chairman of the executive committee, are still gratefully recognized by all the friends of the college.

The department of agriculture has been largely developed in recent years by the aid received from the State department of agriculture, and very recently, for the purpose of conducting scientific experiments in agriculture, there has been organized the agricultural experiment station under the so-called "Hatch act" passed by Congress in 1887.

The department of mechanic arts has also been rendered far more efficient, and the equipment now possessed by the college for manual training is very superior and receives large attention. When the building is completed and equipped, this college will possess superior appliances for teaching science, and must in future years render most valuable service to the State in training its youth for the work of life.

The management of this college, like that of the University, is committed to a board of trustees, consisting of one member from each Congressional district in the State, with the Governor as president *ex officio*, and the State Superintendent of Education an *ex-officio* member.



ALABAMA POLYTECHNIC INSTITUTE, AUBURN.

The board as now constituted is as follows:

His Excellency Thomas Seay, president *ex officio*; Hon. Solomon Palmer, Superintendent of Education; first district, Hon. C. C. Langdon, Mobile; second district, Hon. J. G. Gilchrist, Montgomery; third district, Hon. R. F. Kolb, Eufaula; fourth district, Hon. J. B. Mitchell, Seale; fifth district, Hon. Jonathan Harralson, Selma; sixth district, Hon. R. F. Ligon, Tuskegee; seventh district, Hon. M. L. Stansell, Carrollton; eighth district, Hon. John Bishop, Talladega; eighth district, _____.¹

Officers of the board: E. T. Glenn, treasurer; F. M. Reese, secretary and auditor.

Faculty and officers: Wm. LeRoy Broun, M. A., LL. D., president, and professor of physics and astronomy; Otis D. Smith, A. M., professor of mathematics; P. H. Mell, Jr., M. E., Ph. D., professor of natural history and geology; James H. Lane, C. E., A. M., professor of civil engineering and drawing; J. S. Newman, professor of agriculture and director of the experiment station; Charles C. Thach, B. E., professor of English and Latin; N. T. Lupton, A. M., M. D., LL. D., professor of general and agricultural chemistry and State chemist; Lieut. M. C. Richards, Second Artillery, U. S. A. (West Point), commandant and professor of military science; George H. Bryant, M. E. (Massachusetts Institute of Technology), instructor in mechanic arts; George Petrie, M. A. (University of Virginia), adjunct professor of modern languages and history; L. W. Wilkinson, B. Sc., B. S. Burton, B. Sc., assistants in the chemical laboratory; C. H. Ross, B. Sc., V. L. Allen, B. Sc., assistants in mathematics and English; J. H. Drake, M. D., surgeon; C. C. Thach, librarian and recording secretary; O. D. Smith, corresponding secretary.

Since the "new departure" of the college in the direction of industrial science or a polytechnic institute, both its usefulness and popularity have largely increased, and with the increasing favor shown it by the governing authorities of the State, sustained by the voice of the people, the college, if it shall wisely pursue its present policy, will go on prospering, and will be a power for good to the people of this State.

The college now has facilities for giving practical instruction in applied science in the following departments: (1) in agriculture and horticulture; (2) in mechanic arts; (3) in practical chemistry; (4) in physics and mineralogy; (5) in botany; (6) in engineering and surveying; (7) in drawing; (8) in military tactics. In the mechanic arts and practical chemistry the facilities of the College are particularly excellent.

The wood department is located in a commodious hall, ninety by fifty feet, and is provided with a twenty-five horse-power Corliss engine, with indicator, planes, circular saw, band saw, scroll saws, a buzz

¹ This district was represented by Judge J. N. Malone, of Athens, who recently deceased. He had been a member of the board from the organization of the college, in 1872, and was an able and active member.

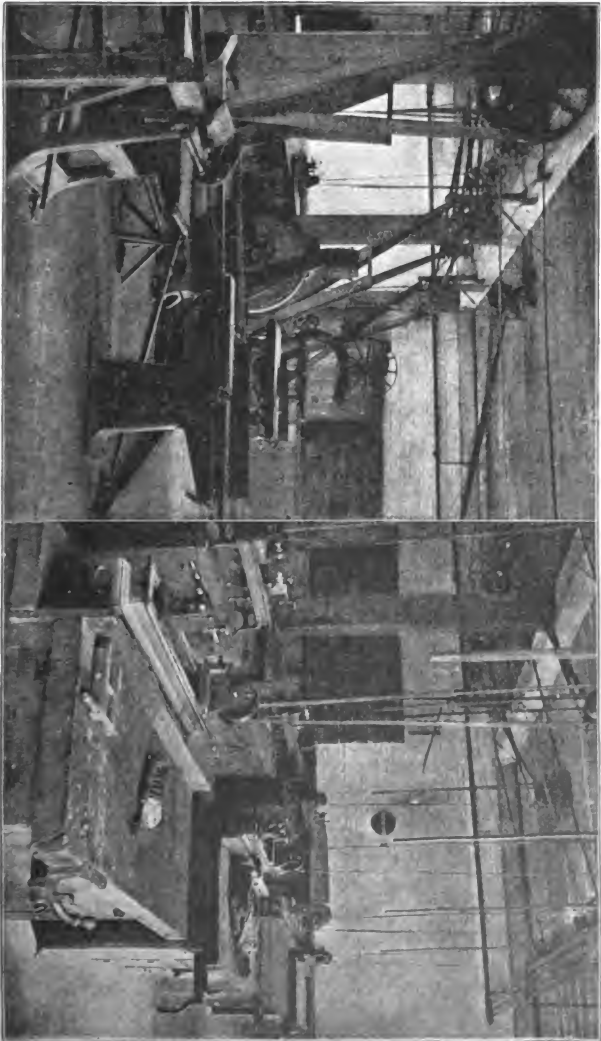
planer, twenty work-benches, with full set of lathes and carpenter tools required for instruction. A brick building with two rooms, each thirty by fifty-five feet, has been constructed especially for instruction in working iron. One of these is equipped with twelve forges and tools necessary for a forge department; the other with a cupola furnace, moulding benches, and special tools for use in a foundry. The machine room is equipped with eight engine lathes with appropriate tools, and a chipping and filing department is arranged with benches and vises for twelve students. A five-horse power Weston dynamo now furnishes light to the mechanic art laboratory and other halls, and it is designed to supply the different laboratories, when completed, with electricity by this dynamo.

During the last session there were made by the students in this department, as we learn from the report of the trustees to the General Assembly, November, 1888, two small steam engines, and the class are now engaged in making a ten-horse-power engine to be used, when completed, at the college in running the dynamo. From the report of Prof. George H. Bryant, in charge of this department, to the trustees, published with their report, we learn that the course in manual training covers three years, as follows: First year, wood working, carpentry, and turning; second year, pattern making, and foundry and forge work, moulding and casting, and smithing; third year, machine shop, chipping and filing and machine work in metals. In connection with the second-year work lectures are given on the metallurgy and working of metals used in the industrial arts. Lectures are also given during the third year appropriate to the work of that year.

The total number of students in mechanic arts during the three collegiate years commencing in September, 1885, were: First year, ninety-three; second year, eighty-nine; third year, one hundred and two.

PRACTICAL CHEMISTRY.

The new chemical laboratory, which has been briefly referred to in the preceding pages, is deserving of fuller mention. From the report of Professor Lupton, professor of chemistry, to the trustees, the following description of the new structure is taken: "In this building we have a commodious State chemical laboratory with a room adjacent for balances, and one for the spectroscope, saccharimeter, refractometer, and microscope; a large laboratory for general work in qualitative and quantitative analysis, with everything in the way of apparatus, work tables, niches for carrying off offensive fumes, sinks, gas, and other conveniences and necessaries for effective work. The lighting and ventilation are all that could be desired. Adjoining this large work-room are two others of smaller dimensions which are now used as balance and store rooms. In the basement an admirable room has been fitted up with all necessary apparatus for assaying. On the first floor there are two rooms in addition to those mentioned, one an office and the other a room for the



WOOD ROOM, SCHOOL OF MECHANIC ARTS, ALABAMA POLYTECHNIC INSTITUTE.

library belonging to the experiment station. This room is temporarily occupied by Professor Mell and his assistant for botanical and other work in the department of natural history. The second story contains a large and excellent lecture-room, an apparatus and preparation room, and a room for gas analysis. The equipment of the building throughout is equal to the best of modern laboratories. The desks, or work tables for students, forty-eight in number, are all occupied, and the work done since the opening of the session is in the highest degree satisfactory."

AGRICULTURAL EXPERIMENT STATION.

This station was partially organized February 24, 1888, under the provisions of an act of Congress approved March 2, 1887, by which the college received the sum of fifteen thousand dollars per year from the United States Government for the purpose of carrying on the station. The trustees, referring to this subject, say in their report that it is the purpose of the board to have careful scientific experimentation made in field crops in the different agricultural sections of the State; that the station has been well equipped with agricultural machinery, and is now prepared to conduct varied experiments with care and scientific precision. A department of botany, with meteorology attached, has been assigned to the station, and there has also been established a department of biology.

The organization of the agricultural experiment station is as follows:

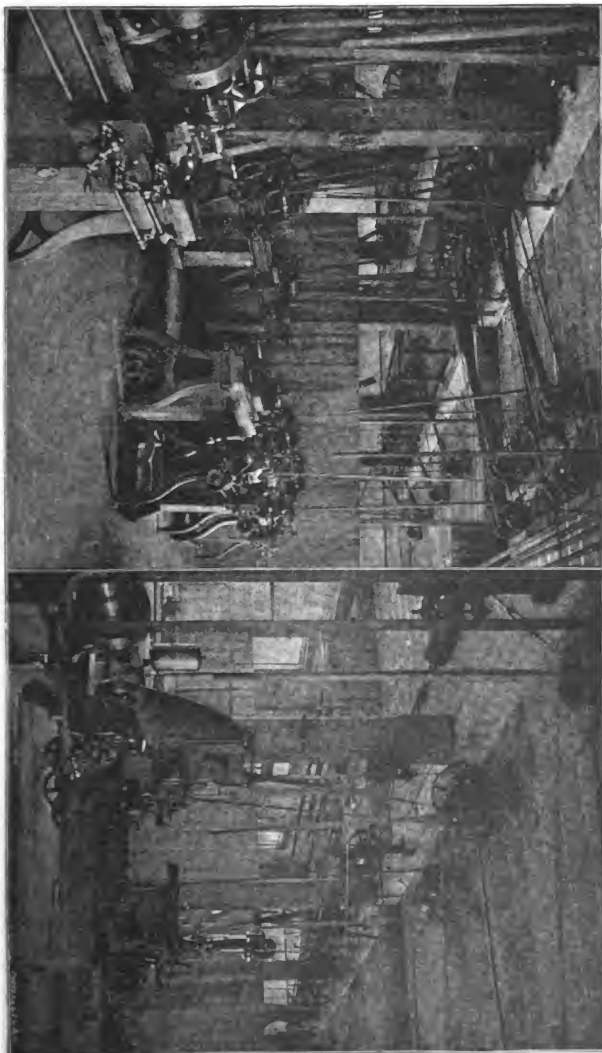
Board of visitors, committee of trustees on experiment station: Hon. J. G. Gilchrist, Hon. R. F. Ligon, Hon. J. B. Mitchell.

Board of direction, officers of the station: W. L. Broun, president; J. S. Newman, director and agriculturist; N. T. Lupton, vice-director and chemist; P. H. Mell, botanist; ———, biologist; J. T. Anderson, Ph. D., assistant chemist; J. Ross, assistant agriculturist in charge of live stock and dairy department; James Clayton, assistant agriculturist; T. D. Stanford, B. S., assistant botanist.

During the session of 1887-88 there were one hundred and seventy-one students in attendance, of whom fifteen received the degree of bachelor of science, and five were awarded a post-graduate degree.

The income of the college proper, during that scholastic year, as appears from the published report of the treasurer, was, including balance on hand June 1, 1887, twenty-three thousand five hundred and thirty-six dollars; disbursements during same period twenty-five thousand seven hundred and twenty-seven dollars and seventy-two cents. The excess of expenditure doubtless arose from the necessity of renting houses for college work and other unusual expenditures resulting from the disastrous fire in June, 1887, which destroyed the principal college edifice.

The expenditures on account of the agricultural bureau for same period were six thousand four hundred and forty-eight dollars and



MACHINE ROOM, SCHOOL OF MECHANIC ARTS, ALABAMA POLYTECHNIC INSTITUTE.

eighty-five cents. This sum is paid from a special fund appropriated for the purpose.

A special appropriation of twelve thousand five hundred dollars from the State treasury was also expended on the chemical laboratory and the equipments of the several departments.

The edifice destroyed by fire was insured for thirty thousand dollars, which has been collected and expended on the new building, and the General Assembly at the present session has, with commendable liberality, appropriated a handsome sum to enable the trustees to complete the structure.

COURSES OF INSTRUCTION.

There are three degree courses for undergraduates, each leading to the degree of bachelor of science and requiring four years; two partial courses entitling the student, on passing a satisfactory examination, to a certificate indicating his attainments, and a preparatory course in pharmacy.

The character of these courses is thus outlined in the annual catalogue of the college for 1887-88:

“Course I includes theoretical and practical instruction in those branches that relate to chemistry and agriculture, and is especially adapted to those who propose to devote themselves to agriculture or chemical pursuits.

“Course II includes the principles and applications of the sciences that directly relate to civil and mechanical engineering, and is adapted to those who expect to enter the profession of engineering.

“Course III has been arranged to give a general and less technical education in subjects of science and language to meet the wants of those students who have selected no definite vocation in life, as well as of those who propose ultimately to engage in teaching or in some commercial or manufacturing business.

“Courses IV and V have been arranged for the benefit of those students who, for reasons satisfactory to themselves, are unable to continue at college four years and take one of the regular degree courses.

“Students who have completed the general course in each department of the school of mechanic arts, and are qualified, can enter upon a more extended technical course in mechanical engineering.

“Students who expect to become practical pharmacists can enter upon a special course of chemistry and natural history and occupy all of their time in the laboratories of these departments under the immediate direction of the professors. With the excellent facilities offered in the new chemical laboratory, scientific preparation of great value to the practical pharmacist can be obtained.”

CHAPTER XXXV.

THE MEDICAL COLLEGE OF ALABAMA.

Establishment—Dr. Josiah C. Nott—Description of the Building—The Museum—The First Faculty—The College Closed during the War—Reopened in 1868—Discouragements—Changes in the Faculty—Government and Present Officers—Course of Instruction.

The Medical College of Alabama, located at Mobile, went into operation in 1859. Its charter created it a department of the University of the State, which prior to that time had not added any professional school to its organization.

The college owes its origin to the devotion to the science of medicine of a coterie of able and accomplished physicians then living in Mobile. Chief among these was Josiah C. Nott, a name that will be readily recognized as that of an able scientist and skilful physician.

His title to the former appellation was won, in part, by his studies in ethnology, the results of which were given to the world in his *Types of Mankind, and Indigenous Races of the Earth*, in the authorship of which works George R. Gliddon was associated with him. The universal verdict of the people of Mobile, among whom Dr. Nott lived so long and labored so faithfully, justly crowned him with the latter appellation. Possessed of a broad intellect, an enthusiastic nature, and a magnetic disposition, he was admirably fitted to lead in an enterprise that spurned commercial considerations and aimed at the purest and broadest culture of that science to which he had dedicated his life. He was ably supported in the effort to found a medical college by the genial and erudite Anderson, the quiet and efficient Ross, the courteous and accomplished Ketchum, and others, who, though not so widely known, nevertheless rendered valuable aid.

The fact that the enterprise was fathered by these men secured for it the hearty support, both moral and financial, of the people of Mobile and of the State at large. For building and equipping the college the State donated \$50,000, which amount was considerably more than duplicated by voluntary contributions on the part of a number of generous and public-spirited citizens of Mobile.

After the architectural design of the building had been adopted and the work of construction considerably advanced Dr. Nott proceeded to Europe and spent months in selecting the most recent apparatus and appliances for teaching the science of medicine.

The building presents a handsome and commodious appearance. It occupies the centre of a square of ground, which affords free ventilation and abundance of sunlight. Pure water from a magnificent system of water-works flows through every part of it. The interior of the build-

ing is so arranged as to provide convenient and ample facilities. There are two large lecture halls, with a seating capacity of from four to five hundred each, and several smaller ones. Chemical and pharmaceutical laboratories exist, which admit of practical work by students. A microscopical laboratory has recently been provided, which is supplied with Hartuack's microscopes and so arranged as to permit of the entire class taking part in the practical work that is done.

The arrangements for demonstrative anatomy are ample and superior, ice chambers having been constructed (in addition to the ordinary means employed) in which to preserve material.

The museum is the pride of the college and is one of the best in the United States.

Doubtless a few of the oldest and most richly-endowed colleges of the country have in recent years made valuable additions to their museums, but at the time the museum of the Medical College of Alabama was first collected it had no superior and few equals in this country. All of the capitals of Europe where suitable specimens could be obtained were searched, and the most judicious selections made.

The preparations representing normal anatomy, including the osseous, muscular, vascular, lymphatic, visceral, and nervous systems, are numerous and unsurpassed.

The minute anatomy of the tissues and organs is illustrated by an elegant series of preparations, they being constructed on a scale sufficiently enlarged to admit of being used for demonstration before the entire class at the same time.

All of the important and special organs, as the eye, ear, throat, lungs, liver, kidney, uterus, etc., are accurately copied in their healthy and diseased states, from which source the lecturers are able to obtain valuable aids in demonstrating their several branches.

Many specimens are devoted to illustrating pathological anatomy, malformations, monstrosities, etc. For instance, the different varieties and stages of skin and venereal diseases are shown by an extensive collection of beautiful preparations that are rigidly true to nature, and are almost, if not quite, as valuable for teaching as living clinical material.

A considerable number of preparations are devoted to comparative anatomy, beside many more of a miscellaneous character not here alluded to.

The collection of materia medica is another feature of which the college is proud.

These specimens were imported at heavy cost, are extensive, and present a very handsome appearance.

As already stated, the first course of lectures was delivered during the winter of 1859-60. The Faculty was comprised as follows:

J. C. Nott, M. D., professor of surgery.

W. H. Anderson, M. D., dean, and professor of physiology.

George A. Ketchum, M. D., professor of the theory and practice of medicine.

F. C. Ross, M. D., professor of materia medica, therapeutics, and clinical medicine.

J. W. Mallett, Ph. D., professor of chemistry.

F. E. Gordon, M. D., professor of obstetrics and diseases of women and children.

J. F. Heustis, M. D., professor of anatomy.

Goronwy Owen, M. D., A. P. Hall, M. D., demonstrators of anatomy.

The opening of the college was auspicious and unmistakably augured a bright and prosperous future.

For the first session there were 111 matriculates; for the second, or that of 1860-61, the number was increased to 120.

For a new institution this was very encouraging success. The second session had scarcely closed, however, when the ominous sound of cannon announced the opening of that fierce conflict that for four years was to convulse the country. The students rushed from the lecture halls to the lines of battle, most of the members of the Faculty did likewise, and the college doors were closed. They remained closed throughout the War, and at its termination the Federal authorities took possession of the building and converted it into a primary school for freedmen. The strange spectacle was seen of negro urchins learning their A B C's in halls, laboratories, and museums that had been dedicated to the disciples of Æsculapius.

Although the Faculty made repeated efforts to regain possession of the building it was not until 1868, or three years after the close of the War, that they succeeded. This was valuable time lost; for, under the new order of things, the young men of the South laid aside their weapons of death and destruction and, in sharp contrast with their work of the past four years, began again among other peaceful pursuits that of the healing art.

The Medical College of Alabama was, for the reason just stated, not open to them. Students who might have sought instruction at this college were compelled to turn their steps toward other institutions.

Thus was the college put at a serious disadvantage when matters were in a formative stage, as was the case just after the War.

Plainly it would have been far easier to have claimed her share of patronage in the beginning, than it was to win it back after it had gone in other directions.

Although without funds, and in the face of many difficulties, the Faculty determined to reopen the college, which they did in the fall of 1868. They felt that, in justice to the liberality of the State and some of the citizens of Mobile in building the college, it must be perpetuated and made to fulfil the design of its founders.

To revive a work, however auspiciously begun, that had been suspended for seven years was necessarily slow of success.

For some years the struggle to re-establish the college was kept up under many discouragements, but finally the light of prosperity began to dawn, and now the future of the college seems assured. Its future prospects are based not only on the reasonable degree of success already attained, but upon the guarantee that faithful, persistent, and intelligent effort always brings its reward.

Changes in the Faculty.—Of the original Faculty four are dead, namely, Messrs. Nott, Anderson, Ross, and Gordon.

Mallett is the present distinguished professor of chemistry at the University of Virginia.

Of the remainder all are still connected with the college, except Dr. Hall.

After the death of Dr. Gordon, Dr. Robinson Miller succeeded to the chair of obstetrics. He lived only a few years and was in turn succeeded by the present incumbent—Dr. Goronwy Owen.

Dr. Ross retired from the chair of materia medica some years before his death. He was made emeritus professor and was succeeded by Dr. E. H. Fournier

Dr. Fournier filled the chair very ably for about eight years, and whilst yet in the full meridian of his usefulness fell a victim to an acute attack of illness and passed away.

He was succeeded by Dr. M. H. Jordan, of Birmingham, Ala., whose career was short and brilliant. A chronic disease ended his useful life, since which time the chair has been filled by Dr. E. D. McDaniel, of Camden, Ala.

Dr. Jerome Cochran, at present the able and efficient health officer of the State, filled the chair of chemistry for several years after the reopening of the college in 1868. He was then transferred to the chair of hygiene and medical jurisprudence, which position he resigned after several years service.

Dr. J. T. Gilmore—a man who was rapidly making a national reputation as a surgeon—first filled the chair of anatomy after the exercises of the college were resumed in 1868, and subsequently was transferred to the chair of surgery. His health failed and death came to rob the college of his brilliant services.

Dr. William H. Ross, now of Pensacola, Fla., occupied for several years the chair of anatomy, which he resigned.

Dr. E. P. Gaines, than whom no more beloved physician ever lived in Mobile, entered the Faculty as professor of physical diagnosis and clinical medicine at the re-opening in 1868. He worked with great enthusiasm in a branch of which he had made himself master, and about four years ago surrendered his life to a disease, the incurable nature of which he had been consciously and bravely facing for several years. He literally died with the harness on, and was universally lamented by the people of Mobile.

Government and Present Officers.—The charter grants the college a

separate board of trustees, in whom reside the corporate powers of the institution. This was probably done because the college is not located where the other departments of the University are.

In order to maintain the proper connection between the college and the University the president of the board of trustees of the former becomes *ex officio* a member of the board of trustees of the latter.

The officers of the college at present are as follows:

BOARD OF TRUSTEES.

Hon. JOHN LITTLE SMITH, Mobile, President.

N. H. BROWN, Esq., Mobile.	General L. W. LAWLER, Mobile.
General J. W. WHITING, Mobile.	Hon. R. B. OWEN, Mobile.
Bishop R. H. WILMER, D. D., Mobile.	C. K. FOOTE, Esq., Mobile.
Hon. D. C. ANDERSON, Mobile.	Judge H. T. TOULMIN, Mobile.
J. CURTIS BUSH, Esq., Mobile.	HANNIS TAYLOR, Esq., Mobile.
Hon. D. P. BESTOR, Mobile.	H. A. SCHROEDER, Esq., Mobile.
Hon. WILLIS G. CLARK, Mobile.	Hon. LESLIE E. BROOKS, Mobile.
HARRY PILLANS, Esq., Mobile.	Hon. JOSEPH C. RICH, Mobile.
PETER BRYCE, M. D., Tuscaloosa.	Col. T. G. JONES, Montgomery.
R. M. NELSON, Esq., Selma.	JAMES E. WEBB, Esq., Birmingham.

FACULTY.

GEORGE A. KETCHUM, M. D., Professor of Theory and Practice of Medicine, and Dean of the Faculty.

J. F. HEUSTIS, M. D., Professor of Surgery and Clinical Surgery.

GORONWY OWEN, M. D., Professor of Obstetrics and Diseases of Women and Children.

CALEB TOXEY, M. D., Professor of Anatomy.

W. H. SANDERS, M. D., Professor of Diseases of the Eye and Ear, and of Microscopy, and Secretary of the Faculty.

CHARLES A. MOHR, M. D., Professor of Chemistry.

T. S. SCALES, M. D., Professor of Hygiene, Medical Jurisprudence, Clinical and Genito-Urinary Surgery.

W. B. PAPE, M. D., Professor of Physiology and Clinical Medicine.

E. D. MCDANIEL, M. D., Professor of Materia Medica, Therapeutics, and Clinical Medicine.

LECTURERS AND DEMONSTRATORS.

CHARLES A. MOHR, M. D., Lecturer on Practical Pharmacy.

W. B. PAPE, M. D., Lecturer on Physical Diagnosis.

RHETT GOODE, M. D., Lecturer on Clinical and Minor Surgery.

RHETT GOODE, M. D., Demonstrator of Anatomy.

W. R. JACKSON, M. D., Assistant Demonstrator of Anatomy.

Course of Instruction.—The curriculum includes the following departments: Anatomy; physiology; chemistry; materia medica, therapeutics, and clinical medicine; theory and practice of medicine; obstetrics and diseases of women and children; theoretical and clinical surgery; physical diagnosis and clinical medicine; hygiene, medical jurisprudence, clinical and genito-urinary surgery; diseases of the eye, ear, and throat, and microscopy; clinical and minor surgery; practical anatomy and pharmacy. Each of these departments has a teacher.

The method of instruction is didactic and demonstrative. Neither is

the former underrated nor the latter neglected. Principles are carefully explained, and then impressed by demonstration and practical application.

The Faculty endeavor to maintain a high standard of qualification for graduation, and are able to point with pride to the alumni of the college as representatives.

The college has ever stood ready to unite with the other colleges of the country in demanding a longer period of study for graduation, and remained a member of the Association of Medical Colleges, organized some years ago for this purpose, so long as the association had an existence. It is still ready to meet the other colleges of the country in a similar effort, and hopes in the event of one being made that it will prove more successful than the last. To accomplish something of herself in this direction the college advises and strongly urges her students to attend three courses of lectures before applying for graduation, and rejoices to see that the advice is being more and more followed.

CHAPTER XXXVI.

THE INSTITUTE FOR THE DEAF AND THE ACADEMY FOR THE BLIND.

First Organization in 1852 a Failure—Reorganized at Talladega, in 1858—Fortunate Selection of a Principal—Addition of a Department for the Blind—Growth of the Institution—Separation of the two Departments—An Academy for the Blind, and an Institute for the Deaf—Condition and Prospects of these Schools.

As early as the year 1852, an appropriation was made by the General Assembly for the education of the indigent deaf-mutes of Alabama, but the appropriation was so hampered by limitations upon its expenditure that it was of little practical benefit. The first school in the State for these unfortunates was started at Robinson Springs, Autauga County, in 1852; but it was of short duration.

Although each succeeding Legislature re-enacted the law, no school was established under its provisions until 1858. At the session of 1857-58 the Governor and Superintendent of Education were appointed commissioners to select a location for the proposed school, and procure a teacher. Governor Moore and Superintendent of Education Duval, as commissioners, located the school at Talladega, and employed, as principal, Dr. Joseph H. Johnson, of Georgia. Dr. Johnson even then had acquired much experience as an instructor of deaf and dumb pupils at the State institution in Georgia, and, in many other respects, his selection was a most fortunate one for the school, which has ever since been under his excellent supervision.

A large and commodious building, known as the East Alabama Masonic Female Institute, was rented, and in October, 1858, the school was begun. Twenty-two pupils were admitted the first year, eight of whom were paying pupils; the other fourteen were beneficiaries under the provisions of the law.

The "visiting committee," consisting of seven well-known gentlemen, who attended the first anniversary of the Alabama Deaf and Dumb Asylum, were much interested in what they saw, and reported very favorably upon several points which seem to have greatly impressed them.

The first point mentioned was the simplicity, neatness, and tastefulness of the pupils in person and dress, and the admirable decorum and prompt obedience of all of them. Second, the mental activity and close attention manifested by the pupils. The committee say: "The quick eye, the rapidity and accuracy of their written answers and correct spelling, astonished us." In this connection the committee speak highly of the method of instruction adopted by Dr. Johnson. Third, the committee were much impressed by "the pleasing and interesting exercises in mute recitation and declamation by the pupils;" and, fourth, they "notice the eminent fitness and qualifications of Dr. Johnson for the difficult and arduous duties required of him."

The noble charity thus successfully inaugurated and admirably managed, has been continued through all the vicissitudes which so seriously interfered with the common schools and the higher education in the State.

In 1869 the progress of the institution was reported as most satisfactory. A department for the unfortunate blind had been added and was in successful operation. The attendance during the school year ending July 1, 1869, was thirty-five, of whom twenty-five were mutes and ten blind pupils. The health of the pupils was good, and the buildings and grounds were in good condition. A new building had been erected during the year, the upper story of which was used as a work room, and the first floor for bath rooms.

The superintendent of the asylum reported that the annual appropriation, eight thousand dollars, theretofore made for the institution, was not sufficient for its support, mainly by reason of the additional cost incurred by the establishment of the department for the blind without any increase in the appropriation. His estimate of the needs for 1870 was as follows:

For the mute department	\$8,000
For the blind department	4,000
For musical instruments	600
For books and apparatus	400
For roofing main building	1,000
For blinds for main building	600
For building barns and fencing	800
Total	15,400

A decade later, 1880-81, this excellent school had grown to fifty pupils, had a complete corps of instructors in both departments, and was tolerably well equipped for its humane work.

As the census of 1880 showed that there were then in Alabama three hundred and eleven deaf-mutes and two hundred and twenty-five blind persons under the age of twenty-one, not including the pupils in the Deaf, Dumb, and Blind Asylum, it would seem that this institution should have had a much larger attendance. Since that period (1881) there has been a steady increase in numbers in both departments. At the earnest solicitation of the able superintendent, there has been a separation of the blind school from the school for the deaf, but both schools are under the supervision of Dr. J. H. Johnson.

The corporate name has also been changed to names more in harmony with the design of the institution. The blind school is now called the Alabama Academy for the Blind, and the deaf and dumb school, the Alabama Institute for the Deaf. The former has been located in a new building erected for the purpose, about a half mile distant from the old building, which is still occupied by the Institute for the Deaf.

There are now in attendance sixty-six mutes and forty-four blind pupils, making a total of one hundred and ten, an increase of more than one hundred per cent. in eight years.

The new building and outfit for the blind cost the State twenty-three thousand dollars, and will accommodate fifty pupils with their attendants and instructors. The Legislature, at its recent session, 1888-89, made provision for the complete equipment of this school and to add to its accommodations. The oral class in the deaf school has proven a success, and another teacher has been added to this department. The school-room work in both schools has been well done, and satisfactory results are reported. The industrial education of the pupils is not quite up with the improved methods of to-day, but the officers are energetic and enterprising, as well as conservative, and an early advance in this direction is confidently expected.

The public sentiment is in favor of making these schools the equals of the best of their kind, and future legislators voicing that enlightened and humane feeling, will be ready to vote all needful appropriations to secure the desired end.

The following additional information concerning these schools has been kindly furnished by the principal, Dr. Joseph H. Johnson:

THE ALABAMA INSTITUTE FOR THE DEAF.

This institution was incorporated in February, 1860, by act of the General Assembly approved January 27th, A. B. Moore being Governor of Alabama at the time, and Gabriel B. Duval Superintendent of Education.

The institution was located in Talladega by the board of commis-

sioners, which met in Talladega and organized by electing Jacob T. Bradford president and Dr. William Taylor secretary, on the 4th day of February, 1860.

The other members of the board were James B. Martin (killed at Drainsville during the late war) and Marcus H. Cruikshank.

Joseph H. Johnson, M. D., was elected principal of the institution, and has held the position ever since.

The property of the institution consists of seventeen acres of land within the corporate limits of Talladega, handsomely improved and beautified, on which are located six commodious brick buildings, including a mechanical and industrial school building, as well as school rooms and boarding accommodations for one hundred and twenty-five pupils (value of same about \$75,000).

There are now (1889) present eighty pupils, *all of them* provided for by the State during their terms of pupilage.

The method of teaching is what is known as the "combined" method, by which is meant the use of the sign language—the manual alphabet, as well as oral and aural development.

A principal and six teachers (two gentlemen and four ladies) compose the corps of instructors.

Those in charge of the institution claim that it is abreast of the times in the education of the deaf.

THE ALABAMA ACADEMY FOR THE BLIND.

This school was established in connection with the institution for the deaf in 1867 by an act of the General Assembly approved February 27th.

It was placed under the control and management of the board of trustees of the Institute for the Deaf, and continues to be under their control, though now an entirely separate institution.

Dr. J. H. Johnson has been from the beginning, and is still, the principal of this institution, although it is under the immediate supervision of J. H. Johnson, Jr.

The first teacher was R. R. Asbury, now residing in Greenville, S. C., who was a most excellent and faithful instructor. He was succeeded by George M. Cruikshank, at present editor of the Birmingham Chronicle. He was followed by Prof. George S. Walden, who died in 1885, and who was succeeded in turn by the present principal teacher, J. S. Graves. The latter, together with two assistants (one male and one female), constitute the corps of teachers at present.

The property of the academy consists of six acres of land in the eastern part of the city of Talladega, on which are located three brick buildings, costing \$40,000.

CHAPTER XXXVII.

THE ALABAMA INSANE HOSPITAL.

Establishment—Capacity—Means of Support—Appointments—Grounds—Treatment of Patients—Occupations, Diversions, etc.—Religious Services—Dr. Peter Bryce, the Present Superintendent.

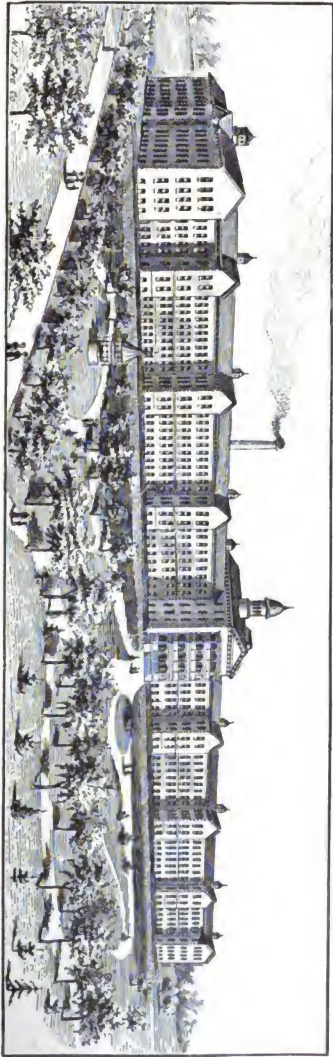
This hospital was established by an act of the Legislature approved February 6, 1852, and completed and opened to the public April 5, 1861. It is constructed on what is known as the Kirkbride, or linear, plan, and was at first intended to accommodate about three hundred patients. Additions have since been made to the main building, and several detached buildings have been erected exclusively for the colored insane. The capacity of the hospital has thus been very largely increased, and the buildings at present accommodate between eleven hundred and twelve hundred patients. There are to day (June 24, 1889) one thousand and eleven patients under treatment. The entire cost of the building from first to last, including furniture, etc., is half a million dollars.

The institution is controlled by a board composed of seven trustees appointed by the Governor. It is supported by the State, a per capita of two dollars and twenty-five cents per week being allowed for each indigent patient under treatment in the hospital. Private patients, or those who pay their own expenses, are also received, the charges for this class being twenty-five dollars per month.

The receipts from the State for the indigent and the charges for the paying patients constitute the entire income of the hospital. Out of this income are paid all the salaries of the officers and employes and all expenses incident to the care of the patients, including their board and clothing, as well as repairs and improvements on the buildings and grounds of the hospital.

The buildings of this mammoth institution are perfect in all their appointments. Connected therewith are a complete system of water-works, fire service, apparatus for making coal gas, carpenter's shops, supplied with every kind of machinery for making doors, sashes, and furniture, blacksmith's shops, tin-shops, and a large and well-appointed steam laundry, furnished with drying-closets and other approved apparatus.

The hospital is furnished with coal obtained from mines on its own grounds, which costs, when delivered on the premises, about one dollar per ton. This coal is of very superior quality for making both steam and illuminating gas. The hospital building and its various annexes are heated throughout by steam radiators placed in the cellars, and lighted by the gas manufactured from its own coal.



ALABAMA STATE HOSPITAL FOR THE INSANE.

The tract of land belonging to the hospital comprises about three hundred and fifty acres lying immediately on the south bank of the Warrior River, about two miles east of the city of Tuscaloosa. The farm consists of about one hundred acres, and is conducted on what is called the intensive system of farming; that is to say, manures and fertilizers suitable to the several crops are used without stint, and the ground is forced by skilful culture to its utmost capacity, thus yielding an abundant supply of vegetables for table use and also for feeding stock.

The lawn in front of the building contains about forty acres, and is beautifully laid out and adorned with grass, shrubbery, and trees.

The management of this hospital is conducted on the most approved modern principles. Its distinctive features are the absence of all mechanical restraint, and the employment of a large per cent. of its patients in useful and congenial occupations. We clip the following, touching these important points, from the last report of the superintendent:

“TREATMENT OF PATIENTS.

“There has been little if any change in the treatment of our patients since the abolition of all mechanical restraint, nearly eight years ago. Every year's experience since that notable event has impressed us more and more forcibly of its supreme wisdom and efficacy. Our hospital wards have now the appearance of a large but well conducted family circle, in which all the members are actively engaged in some useful work or pleasant pastime. The effect of this rational and homelike treatment of the patients is simply marvellous. We can now open our ward doors and allow a large number of our patients to go in and out at pleasure, without the least apprehension that such privilege will be abused. Our wards are as quiet under this system, and their inmates as pleasant, peaceable, and friendly, as those of any well-ordered private family. It is rarely the case, as our neighbors can testify, that unusual noises of any kind are heard to emanate from our wards, even where the most disturbed and excitable classes are kept.

“Under this system the abuse or rough treatment of patients by nurses, of which we used to hear so much, has almost ceased to occur. Nurses are still occasionally dismissed for dictatorial or discourteous treatment of their patients, but these offences are seldom or never of an aggravated character, and under the old system of restraint would never have been noticed. Patients are never or very rarely confined to their rooms except in extreme maniacal conditions which require quiet and repose. As a disciplinary measure, isolation is seldom necessary and, as our supervisor's monthly reports show, is rarely resorted to. The great changes in the social and industrial life of the hospital which have sprung up under the new régime are indeed perpetual sources of gratification and wonder. Truly, as visitors often say to me, we observe very little that is at all distinctive in the life and habits of the insane in a well conducted asylum for their care. It would really seem

that there is little if anything more to be accomplished in the care and treatment of the insane in the best of these institutions. Progress in this direction seems to have caught up and kept pace with the general advance. Let us see to it that we take no step backward.

“ OCCUPATION, DIVERSION, ETC.

“ Nearly all of our patients whose health permits are persuaded to engage in some congenial and useful occupation. I do not exaggerate when I say that nearly ninety per cent. of our women are constantly engaged in useful work of some kind. The feeble, the demented, and even those confined to their beds or chairs, will be found to have some kind of knitting or crochet work in their hands. The rule is that everybody must be employed. Without occupation our system of non-restraint would be a failure. All the clothing worn by the men and women, with the exception of a few dress suits, are made by the nurses and their patients. The raw cotton is carded and spun on the old fashion spinning wheels, of which there are about twenty-five in constant operation. The thread from these wheels is knit into hose for the patients, of which many thousand pairs are made every year. The colored women are not expert at sewing or knitting, but find agreeable occupation in farm and garden work. More than sixty of them find constant occupation in out-door work of this kind, while the others are engaged in the laundry, at the mangle, or in the ironing rooms.

“ It is more difficult to find suitable work for the men than the women, and consequently a smaller proportion of them find constant employment. The report of the supervisor, showing the number of male patients occupied daily during the past month (September) in the several departments, is as follows: On the farm, one hundred and ninety-five; in the garden and lawn, twenty; with the wagons, four; in the kitchen, six; in the fire room, three; in the mattress shop, six; in the dairy, three; in the bakery, three; at the stables, three; assisting on the wards and dining room, forty; total men employed daily, two hundred and eighty-three. This is about sixty per cent. of the entire number of male patients in the hospital.

“ But as ‘all work and no play makes Jack a dull boy,’ we have a regular system of amusements and diversion in which all the patients are expected to take part. In the cool of the day all the women engaged in sewing, knitting, and other in-door, sedentary work, are taken out by their nurses for long walks in the woods. The men also, not engaged in out-door work, are likewise taken out at a regular hour by their nurses for exercise in the open air, and every afternoon they may be seen strolling over the woods or engaged in out-door games on the lawn. Every evening after an early tea the spacious amusement hall is thrown open for a dance or entertainment of some kind, in which both sexes participate.

“Religious services are conducted every Sunday afternoon in the chapel by the ministers of the several denominations in the city. This service is always well attended and highly appreciated.”

This institution is under the immediate control and direction of Dr. Peter Bryce, who is a native of Columbia, S. C. The following sketch of the life and public services of Dr. Bryce has been prepared for this monograph at the request of the Commissioner of Education:

PETER BRYCE, M. D., LL. D.

Dr. Peter Bryce, who has reared an enduring monument to his fame by his management of the Alabama Insane Hospital, was born in Columbia, S. C., on the 4th day of March, 1834. He is of Scotch parentage. His father, who was a successful man of business, came to America when quite young, and enjoyed ample means for giving his children all the advantages of a liberal education. At the age of seventeen the subject of this sketch was entered as a cadet at the famous South Carolina Military Academy (the Citadel), at Charleston, from which he was graduated, four years later, with distinguished honors. Immediately after graduation he declined a flattering offer from a prominent financial institution, as he had already decided upon medicine as his profession. In 1857 he became a student of the University of New York, from which he received the degree of doctor of medicine in the spring of 1859.

Soon after graduation Dr. Bryce went abroad and spent some time in the hospitals of Paris, where he gained much experience that has been of service to him in his subsequent career. On his return to America—having previously determined to make a specialty of nervous disorders—he was connected for a short time, in an official capacity, with the Insane Hospitals of South Carolina and New Jersey. On the organization of the Alabama Insane Hospital, in 1860, he was elected superintendent, a position that he has held continuously and with signal ability to the present time. He entered upon the discharge of the duties of his difficult and responsible position at the age of twenty-six, perhaps the youngest man ever called to the superintendency of an insane asylum in America.

The record of the Alabama Insane Hospital, which has grown from a small beginning to be confessedly one of the largest, best equipped, and best managed charitable institutions of the country, is a part of the history of Alabama. But it is not the purpose of this sketch to trace its development. However, it will not be amiss to note here that its prominent place among the great charities of the world—a model for other similar institutions—is due in a large measure to the fact that Dr. Bryce was one of the first alienists to recognize the principle of non-restraint as the correct one in the treatment of insanity. Years ago he became convinced that judicious employment could be successfully sub-

stituted for confinement, and he began at once to displace all those appliances that had in former times been considered necessary to restrain the violence of patients. The results have been even more satisfactory than Dr. Bryce himself had hoped.

While Dr. Bryce has devoted his best energies to the upbuilding of the great institution over which he presides, he has found time to keep fully abreast of the march of scientific research, and he has, from time to time, given to the public papers that have challenged the attention of the foremost thinkers of the day. A few years ago he read a paper on *The Nature and Origin of Mind* before the Alabama Medical Association, at Mobile, which was afterwards published in the *Popular Science Monthly*, and attracted the most favorable notice from the press and the public. In July, 1888, he read another paper on *Moral and Criminal Responsibility* before the National Conference of Charities and Corrections, at its annual meeting in Buffalo, N. Y. This paper was widely read and favorably commented upon on both sides of the Atlantic.

Dr. Bryce has held many positions of honor, among which may be mentioned the presidency of the Alabama Historical Society and of the Alabama Medical Association. He is now president of the Commission of Lunacy, appointed under a recent statute of Alabama in reference to the trial of insane criminals. He was summoned as an expert to testify in the trial of Charles J. Guiteau for the killing of President Garfield, but was prevented from being in Washington at the required time by pressing duties to the institution over which he presides. A few years ago the trustees of the University of Alabama, in recognition of the services which Dr. Bryce has rendered to science, conferred upon him the degree of doctor of laws.

Dr. Bryce is a man of commanding appearance and attractive bearing. His features beam with good-humor and benevolence, and in his manners there is an irresistible magnetism. He is a graceful public speaker, as well as a forcible and fluent writer. He is accomplished socially as well as intellectually, and carries spirit, vivacity, and good-fellowship with him into every social circle in which he moves.

Dr. Bryce married Miss Ellen Clarkson, a lineal descendant of the great Thomas Boston on her father's side, and of George Herriott, who built the celebrated George Herriott Hospital, on her mother's side. She is one of the most charming and accomplished women of her day. In 1887, Dr. Bryce, accompanied by Mrs. Bryce, enjoyed an extensive European tour—a vacation which his long years of devotion to the institution over which he presides had justly earned.

PART II.

DENOMINATIONAL COLLEGES AND SEMINARIES.

LA GRANGE COLLEGE.

HOWARD COLLEGE.

SOUTHERN UNIVERSITY.

ST. JOSEPH'S, OR SPRING HILL, COLLEGE.

JUDSON FEMALE INSTITUTE.

ALABAMA CONFERENCE FEMALE COLLEGE.

DENOMINATIONAL COLLEGES AND SEMINARIES.

CHAPTER I.

There are a number of colleges and schools leading to the higher education in Alabama, supported by or under the control of church organizations, among which the Baptist and Methodist denominations take the lead. Some of these schools are of high character, and are well established and doing good educational work.

The Baptists have Howard College, for male students, the Judson Female Institute, at Marion, a seminary taught in the old Capitol building in Tuscaloosa, and other minor schools for girls. The Methodists have the Southern University, located at Greensborough, now a prosperous and well established college for young men, enjoying the full confidence of the large denomination controlling it; an admirable seminary for girls, called the Alabama Conference Female College, located at Tuskegee, a prosperous academy for girls in north Alabama, and other female schools in different portions of the State. The Episcopal denomination has a flourishing school for young ladies at Montgomery, called Hamner Hall. The Presbyterians have a theological school for training colored preachers at Tuscaloosa.

The Catholics have a Jesuit College at Spring Hill, and the Academy of Visitation, near Mobile, for the education of girls, besides a number of other schools of lesser grade in Mobile and other cities in the State.

The colored Baptists have a school at Selma, called Selma University, which claims to have a theological department for preparing young men for the ministry; a normal department for the training of teachers; a grammar school department; an industrial department; and also a department of music.

In the succeeding chapters more particular mention is made of La Grange College, at Florence, Howard College, at Birmingham, Southern University, at Greensborough, and St. Joseph's College, at Spring Hill, for male pupils; and Judson Institute and Alabama Conference College, for females.

CHAPTER II.

SKETCH OF LA GRANGE COLLEGE, BY HON. JAMES E. SAUNDERS.

Founding of La Grange College—Robert Paine, its First President—Other Officers—Professor Tutuciler—Distinguished Alumni.

Between the removal of the Indians from Alabama and the influx of wealthy and well-educated planters there was no transition period of hunters and herders. Hence there was very early in the history of the State a demand for institutions of learning. La Grange College was the second established by the Methodist Church in the South, the first being Augusta College, in Kentucky. It went into operation in 1830. It was located at La Grange, North Alabama, and conducted upon what has been called the "monastic" idea, which required a healthy site and as much sequestered from the haunts of men as possible, where a steward's hall and dormitories were required for the subsistence of the students. Its site was upon a mountain from whose base stretched a magnificent valley of great fertility, dotted over with the dwellings of cotton-planters. But the location was inherently defective, and although of great benefit to the public was not satisfactory to its founders. It had no endowment and little or no local patronage. It required the most strenuous efforts of the Conference to sustain it. Their ablest ministers, such as McMahan, McFerriu, Hanner, and others, were separated from their legitimate work in a vain attempt to sustain the institution, and it was finally removed to Florence, Ala.

Its subsequent success, under the presidency of Rev. Richard H. Rivers, showed the wisdom of the removal; in 1861, at the breaking out of the War between the States, it had two hundred and twenty-five students and graduated the large number of thirty-three; it had a clear endowment of fifty thousand dollars and was out of debt. During the War this endowment was lost, and after several ineffectual attempts to keep the college open its doors were closed, and its founders becoming completely discouraged it was actually *given* to the State. It is now a flourishing State normal school.

Robert Paine was the first president of La Grange College. He was born in Person County, N. C., November 12, 1799. The ancestor of the Paine family was Dr. James Paine, a London physician, who emigrated to America in 1699 and settled in North Carolina. His son Robert was also a physician and commanded a company in the Revolutionary War. His son James was a man of culture, educated at the University of North Carolina, and of large wealth; he removed to Giles County, Tenn., in 1814. Robert (the president), his son, entered the Methodist ministry before he was eighteen years of age and had wonderful success. He

was an orator by nature, had an imposing person, a fine voice, a correct taste, and great force of character. When he assumed the duties of president of La Grange College, he devoted himself to its prosperity with an ability and zeal which perhaps have never been surpassed. Its commencements became, under his skilful management, places of resort for people of culture in the Tennessee Valley. From Huntsville to Tusculumbia the young and the old, the grave and the gay, collected on this mountain on these occasions. The undergraduates were all made to contribute to their interest by the recital of speeches and dialogues, eloquent, humorous, and satirical, the larger portion of which emanated from the versatile brain of its president. What a pity that they were not preserved! They would form a volume more popular than many which have gone through several editions.

The department in the college specially assigned to the president was geology and moral science. La Grange was a good location for the study of the former. Here were petrified forests, bluffs showing successive strata of rocks, and "vast unfathomed caves." In one of these, the perpendicular descent into which was nearly one hundred feet, he spent twenty-four hours without sleep, and brought out many beautiful specimens.

But it was in the section of moral science that he left the enduring impress of his strong mind and great heart. Sometimes ministers who become professors in colleges, in their effort to become all mind, have crystallized into a syllogism. But not so with President Paine. "Once, in 1839, he was lecturing the Senior class on the Evidences of Christianity. He attacked Hume with arguments at once terse and strong. He opposed his errors with all the power of inexorable logic, and then employed his own illimitable satire and blighting sarcasm with powerful effect. Then he appealed to conscience in a manner so sincere, so tender, and so touching as to move some of the class to tears. To the minds of this intelligent class the boasted argument of Hume was the merest begging of the question, and the great philosopher, like a stranded ship, was left to sink in the muddy waters of error. Conviction affecting reason and conscience was produced, and from this lecture a revival spread through the college. Nearly every student was moved. It embraced every class and almost every individual. I do not think there were more than six in the college who remained unconverted." This account is given by Rev. R. H. Rivers, D. D., in his History of Robert Paine, D. D., Bishop, etc. But there is one fact connected with this revival which I do not remember to have seen on record. When the door was opened for the reception of members into the church, President Paine addressed the young converts, many of whom were sons of parents who belonged to different evangelical churches in North Alabama. He said that the sons of Methodists were expected to join the church of their parents; but he would earnestly advise the students whose parents belonged to other

churches to consult them before becoming Methodists. This was an illustration of the unselfish character of the man, and was highly approved by the public.

Although he presided over the college for nearly seventeen years, he was always sent as a delegate to the General Conferences of his church, and, in 1844, when that great body was divided into two churches on the subject of slavery, he was made chairman of a committee of nine of the ablest men of the Conference (although he belonged to the minority party in the church) to consider the question and plan of separation. This was a marked tribute of respect to his wisdom and prudence. A plan was reported unanimously by this committee, which upon appeal to the Supreme Court of the United States bore the scrutiny of its ablest judges.

In 1846 President Paine was elected a bishop of the Methodist Church South, and continued until his death, in 1882, a conspicuous member of the board of bishops. He gave a happy direction at the start to the question of the relation of the colored Methodists of the South to the church, insisting upon their being set off in a separate body. It has worked like a charm, and instead of growing up feebly under the shade of white preachers, the colored ministers are beginning to show an ability even beyond what Bishop Paine predicted.

Rev. Edward Wardsworth, D. D., succeeded Dr. Paine as president of La Grange College in 1847. He was born at New Berne, in North Carolina, in 1810. He became a Methodist preacher, and was stationed at Randolph-Macon College, where he entered as a pupil and was graduated in 1839. He served as president at La Grange for five years, when he resigned and again entered the travelling connection. He was afterwards appointed to McKendree Church at Nashville, the most important one in the Tennessee Conference. Then he was elected a professor in Southern University at Greensborough, where he remained until his death, in 1882. He was a sound scholar, but more distinguished for his abilities as a preacher.

Prof. J. W. Hardee was elected president of La Grange College on the resignation of President Wardsworth. He was a Georgian by birth. He was graduated at Randolph-Macon College about the year 1836, and was afterwards called to the chair of mathematics and natural sciences vacated by Professor Tutwiler. Professor Hardee was very highly esteemed by the professors as a scholar and a president. He died in 1852.

Rev. Richard H. Rivers, D. D., succeeded him as president. He was born in Montgomery County, Tenn., in 1814. He is living at the age of seventy-five years, although an invalid. He has led a life of much usefulness in various departments. He was a member of the first class which graduated at La Grange College in 1835. Since then he has presided over a number of colleges, both male and female, and has pupils all over the South who are deeply attached to him. As early as 1836

he was elected professor of ancient languages in La Grange College and continued in this position until 1843, when he was elected president of the Female College at Athens. He organized this institution, which has since been and is now so useful. He made speeches and raised money to erect the college buildings. He made the speech at the laying of the corner-stone, and nurtured it into a great prosperity. In 1843 he was called to the presidency of Centenary College in Louisiana, and in 1851 was called back to rescue his *alma mater* from a decadency which resulted from its location. He firmly advocated its removal to Florence, and there brought it, as has been said above, into a state of great efficiency. In 1860 he had the misfortune to have one of his legs broken, and when the War opened he took charge of a male academy in the interior of Alabama, at Summerfield. After the War he returned to his old home at Somerville, Tenn., where he was at the same time pastor of the Methodist church and president of the female college at that place. He was afterwards called to the presidency of Logan College, at Russellville, Ky. After several years' service here he was stationed as a preacher at some of the prominent places in Alabama and Kentucky. For several years past he has preached in Louisville. An accurate educator, a learned and eloquent minister, full of fervor and unction, and a writer of correct taste and style, he has been very useful and distinguished.

Besides the excellent Life of Bishop Paine, Dr. Rivers has written a number of articles on early educators, and many other subjects of interest.

Edward D. Sims was one of the first professors in La Grange College. As soon as it was organized he was made professor of ancient languages. He was a Virginian, had been a student at the University of North Carolina, and had graduated at Randolph-Macon College. He was a scholar, a gentleman of refined manners, and a preacher of the Methodist Church. After serving here for about two years, he was transferred to a professorship at Randolph-Macon College. After several years he resigned, and for two years he travelled in Europe, and perfected his education at its great universities. Upon his return to America in 1841, he was elected to the professorship of English literature in the University of Alabama, which he held until his death, in 1845.

William W. Hudson was also a professor of the first Faculty of La Grange College and occupied the chair of mathematics. He was subsequently elected to the same chair in the University of Alabama and served from 1833 to 1837, when he resigned.

Dr. Harrington was called to the chair of chemistry in the first Faculty. He was a young man of the first order of genius and had just finished his medical education. He served the college from 1830 to 1834, when he resigned and settled in Florence. Here he had a large practice for some years, until he had the misfortune in a street fight to kill a gentleman of that place. He then moved to New Orleans, where he

died. Dr. Harrington was an artist (as well as a scholar) of much excellence. One of his paintings in oil may still be seen in the parlor of Mrs. McMahon, of Courtland. This picture was a very life-like representation of an eagle swooping down on a fox that is making strenuous efforts to escape. It was painted during the canvass for the Presidency in 1840, between Harrison and Van Buren, and was not only pronounced a work of high art by competent critics, but having an allegorical meaning, was carried by the Whigs at the head of their processions, where it called forth cheers of great delight to them and of great chagrin to the Democrats.

Collins D. Elliott was born in Ohio, was graduated at Augusta College, Kentucky, and was teaching a classical school at La Grange when the college was located there. As soon as it was organized he was placed over the preparatory department. When Professor Sims resigned he was elected in his stead professor of ancient languages, in which capacity he served until 1838, when he was transferred to the mathematical chair vacated by Professor Hudson, in which he continued until 1839. In both departments he was laborious, punctual, and successful.

In 1839 Professor Elliott (now D. D.) was called to take charge of the Nashville Female Academy, jointly with Dr. Lapsley, and in 1844 he became its sole president. Under his management this justly popular institution prospered greatly, and its numbers increased from two hundred to three hundred pupils. At length it had to succumb to the stress of war, and its president went South as a brigade chaplain.

Prof. William H. Ellison was a South Carolinian and a son-in-law of Bishop Capers, of the Methodist Church. In 1833 he was called to the chair of mathematics to fill the place of Professor Hudson, who became a professor in the State University. Professor Ellison was a good scholar and a man of quiet manners and great discretion, and in 1836 was elected president of the Female College at Macon, Ga., said to have been the first of its kind in America. He held this position for many years, and at an advanced age he taught a classical school at Clayton, Ala., where he died.

Dr. Thomas Barbour, a man of fine education and courtly manners, was elected professor of chemistry in 1836. He was a son of the Hon. Philip T. Barbour, of Virginia, who was for many years a very prominent member of Congress, and then a judge of the Supreme Court of the United States. Dr. Barbour gave great satisfaction to the students and the Faculty. He became professor in the Medical College at St. Louis, Mo., and died there about middle age.

In the same year the first professor of modern languages was elected, Henry Masson, from Paris, in France. He was highly educated, and was a gentleman of polished manners. He spoke the English language fluently. Professor Masson had no fixed religious views. President Paine was anxious to make him a Protestant. On one occasion the president was commenting on the frauds in regard to relics. The pro-

fessor replied, "Yes, Meister Paine, I was in an old church once, where the priest showed me one leetle vial full of Egyptian darkness." This caused a good deal of merriment, and closed the discussion for that day.

Of the early educators of Alabama, considering the breadth of his scholarship and the length of time he served the people, one of the most distinguished was Henry Tutwiler. He was a Virginian, and took his degree of master of arts at the University of Virginia. I had supposed, until recently, that he was one of the two first who graduated at that institution; but my friend, Professor Mallet, the eminent chemist there, at my request, examined the record and corrected my error. "Professor Tutwiler was a student here in the first year of this University. He remained as a student here for six consecutive sessions, but he did not take his degree as master of arts until July, 1835, apparently returning here for that purpose. There was one M. A. at the commencement of July, 1832, five in 1833, seven in 1834, and again seven in 1835, those of this last year being Fred. W. Coleman, of Caroline; Thomas T. Bouldin, of Charlotte; John B. Lynch, of Tennessee; Augustin S. Magill, of Winchester; Andrew R. McKee, of Charlottesville; Francis S. Sampson, of Goochland; and Henry Tutwiler, of Rockingham."

Mr. Tutwiler was then professor of ancient languages in the University of Alabama. When this institution, magnificently endowed, and having on its board of trustees some of the ablest men of the State (such as Gov. John Gayle, Thomas Fearn, Nicholas Davis, Dixon H. Lewis, and S. W. Mardis), was set in operation in 1831, they searched through all the colleges of the land for the most competent teachers. The fame of young Tutwiler had gone abroad and he was elected one of its professors. Public expectation, in his case, was fully realized. He served until 1836, when he resigned and accepted a professorship in Howard College, where he continued for two years. In 1840 he was elected professor of mathematics and chemistry at La Grange College, then under the presidency of Robert Paine. When that gentleman, with his great administrative ability and his wonderful tact in the management of southern young men, was appointed a bishop, the professor (like many of the friends of the college) became discouraged, and resigned his professorship. This was in 1847. This was greatly regretted by the patrons of the institution. "Professor Tutwiler's standing as a scholar and a teacher (says Professor Mallet) was deservedly very high, especially in the classics, Greek and Latin; as you say, chemistry was comparatively a simple subject in the period of his chief activity."

Professor Tutwiler then established his school at Greene Springs, which became so celebrated. It was a boarding school for boys and young men. It was, I believe, the first of its kind ever established in Alabama. It was a sort of *unchartered* or *private* college; and in its workings it was more like a college than a high school for the element-

ary teaching of boys. This was especially the case while he had associated with him that thorough scholar Prof. Carlos G. Smith. For sound intellectual and moral training this school had no superior in the South. From first to last its reputation for excellence suffered no decline. After the War its patronage, of course, waned, but it was kept up until, in 1885, it ended with the life of its founder, Henry Tutwiler, who for more than half a century labored in the cause of education in Alabama. He was seventy-seven years old when he died.

Carlos G. Smith, M. D., LL. D., was born in Virginia, where he received his early education. He graduated at the Nashville University, often called the University of Tennessee, which has long been extinct. He was immediately elected a member of the Faculty of that institution, a strong proof of his scholarship. He remained here for two years, and was afterwards a teacher of the classics and mathematics in a high school at Nashville. He then studied medicine in the Medical College at Louisville until 1842, when he was elected professor of ancient languages in La Grange College. He served there four years in the palmiest days of the college, and then resigned, having been seized by a desire to become a physician. He went to the University of Pennsylvania, and in 1847 graduated in medicine. Strange as it may appear, by the time he was fully equipped for success in that profession, he began to long for his old pursuit, and joined his friend Professor Tutwiler in conducting the Greene Springs School. Here he taught for four or five years, when he was invited to take charge of Greene Academy, in Huntsville, Ala. He remained in Huntsville teaching until 1859, when he bought the Mountain Home property, south of Courtland, Ala., and there established a boarding school for boys and young men, which did well until 1863, when it was broken up by the War. He returned to his old home at Huntsville after the War and taught a classical school until 1874. He was then elected President of the University of Alabama, where he continued until 1878. In 1878 Dr. Smith took charge of the Female Seminary at Livingston, Ala., and continued there until, worn down with work, he resigned and moved to Palatka, in Florida, where he now resides, having spent fifty years of his life in serving the public. Such men I have generally found pure and good. And as to the past we have the testimony of the ages. In England before the general diffusion of letters, in her two ancient Universities, the higher branches of education were not called the "classics," but the "humanities," because the study of them tended to refine the student and to render him gentle and humane in an age marked by violence and rapine. If virtue and intelligence be really the best surety for the perpetuity of popular institutions, there is no class of public servants who more richly deserve a pension than the faithful teacher who has spent a life-time in his noble vocation.

Associated with Smith, Tutwiler, and Rivers, on the Faculty of La Grange College, was Dr. Joseph M. Towler; he was a graduate of the

college. His colleagues regarded him as a good teacher, not only in the classics, but in mathematics. He studied medicine, going to Europe twice for the benefit of the ablest instruction in his profession. He became an eminent physician and surgeon at Columbia, Tenn., where he died during the last year. He practised medicine there for forty years.

La Grange College, during its life of thirty years, exercised a great influence for good, not only upon the youth of Alabama, but on those of several contiguous States. I will mention a few of the alumni who have achieved distinction: Amongst the ministers were the Rev. William R. Nicholson, now a bishop of the Reformed Episcopal Church; Rev. Joseph E. Douglas, for a long time engaged in the work of education; Dr. C. W. Bell, one of the most distinguished ministers of the Cumberland Presbyterian Church. Among the lawyers and statesmen, Edward A. O'Neal, the impetuous brigadier-general and the eloquent lawyer, who has been Governor of Alabama; Col. Henry Chambers, of Mississippi, a statesman of distinction; "the versatile Jeremiah Clemens, the rival of Yancey, both a poet and a novelist, a politician and a lawyer, a writer and a speaker;" he was Senator from Alabama in the Congress of the United States; William B. Wood, the learned lawyer, the able judge, and the earnest minister of the gospel; William M. Byrd, justice of the Supreme Court of Alabama; "no State has ever boasted a purer citizen, a nobler man, a gentler Christian, nor an abler jurist;" "Hon. Henry C. Jones, the able prosecutor and eloquent advocate, the terror of evil doers and one of the most respected citizens of Alabama;" David P. Lewis, who was a lawyer of extensive attainments and a speaker of exquisite taste. Amongst physicians, we may mention Dr. J. W. Towler, who long stood at the head of his profession, one of the brightest lights in Tennessee; Dr. Thomas Maddin, of Tennessee, the gentleman and skilful physician, the worthy pupil of so distinguished a teacher as President Paine. Unfortunately no regular catalogue has been preserved. It might bring to my memory many other distinguished pupils of the institution.

CHAPTER III.

HOWARD COLLEGE.

Organization of a Baptist Seminary in 1834—Howard College Chartered and Located in Marion in 1841—Destroyed by Fire in 1844—Rebuilt in 1846—Again Burned in 1854—Rebuilt in 1858—Sad Effect of the Civil War on the College—Removal of the Institution to Vicinity of Birmingham—Erection of New College Buildings—Peculiar Advantages of the College.

At an early date Alabama Baptists were deeply impressed with the importance of the education of the young men of the denomination, particularly such as had the ministry in view, and of these they took an especial interest in those who were too indigent to educate themselves and yet were resolved on preaching to lost men the way of salvation.

In 1833 the Baptist State Convention appointed a committee of five "to establish in Alabama, a seminary of learning on the manual labor plan, for the education of indigent young men called to the ministry." This committee located the institution on a farm, purchased for the purpose, about a mile east of the town of Greensborough. In 1834 the convention resolved that the institution should have both a literary and a theological department, and provided for its incorporation as the Alabama Institute of Literature and Industry. In 1835 the trustees reported to the convention the appointment of a professor of mathematics and a professor of theology, and that there had been built six dormitories (one-story buildings with two rooms in each), a dining room, and a professors' house. Owing to the prevalence of a sentiment among the friends of the enterprise that the location was unfavorable and the plan of the institution unwise, in 1838 the property of the institution was sold and its exercises discontinued.

The convention of 1841 resolved to establish a college of high order, with a theological department attached, and provided for the admission of ministerial students, after examination as to talents, piety, call to the ministry, license by their churches, etc.; for raising an ample endowment and a fund for buildings and apparatus; and for opening both literary and theological departments without charge for tuition. They accepted the building and lot offered by brethren in Marion, Perry County, appointed a board of trustees, authorized the board to conduct in the building a classical school until a certain portion of the endowment should be secured, provided the convention be involved in no expense by the school, and then engaged in earnest prayer for the blessing of

God upon the great enterprise. During this year a charter for Howard College was obtained from the State Legislature, and a classical school was opened by S. S. Sherman and Solon Lindsley.

In 1843 the work of endowment had made such progress as to justify the trustees in electing Rev. J. Hartwell professor of theology, S. S. Sherman literary professor, and a teacher in the preparatory department.

On the 10th of May, 1844, the college building was destroyed by fire. The library was saved, but the apparatus was seriously damaged. The college exercises were continued in the Baptist church and in a dwelling near by, the kindness of the citizens in large measure overcoming the inconveniences of the situation.

By the munificent liberality of the citizens of Marion, a new building was erected in October, 1846. This new structure cost thirteen thousand dollars and contained offices, a laboratory, recitation rooms, and dormitory. A complete college curriculum had been adopted, a full Faculty organized, and the institution was thoroughly equipped for a new beginning.

In 1848 a promising class of young men were graduated. Since that time, year after year, with the exception of the years of the War, successive classes of young men have borne off the honors of the college, and have gone forth to fill high places in the learned professions and to occupy honorable stations in the church and state. But while the college has been blessed of God in being made an agent of great usefulness, and has won distinction among the literary institutions of the country, it has been subjected, at different times, to the blight of adversity. "In October, 1854," writes a distinguished Baptist minister, "when its prospects were bright, and its friends were buoyant with hope, it suffered from a serious disaster which again checked its progress. In a most mysterious way it was destroyed by fire. All the college property was thus lost, yea, all was lost save faith in God and love for His cause. As ten years before God had enabled His people to erect a new structure upon the ruins of the former, so a movement was again undertaken in the same direction. College exercises were conducted in the Baptist church as before." In response to the demands of the college, liberal contributions were speedily made for the erection of a new structure. A more eligible lot was provided through the generosity of an alumnus of the college and a member of the first class of graduates.

The exercises of the session of 1855-56 were conducted in a large dormitory erected on the new site. In 1858 the main college edifice, containing a chapel, library, laboratory, apparatus rooms, society halls, president's office, recitation room, and a second large dormitory had been completed, at a cost of forty-five thousand dollars. These were rapidly filled with students. The apparatus—chemical, philosophical, and astronomical—at this time in possession of the college cost more than five thousand dollars, and was a good outfit for those times.

The following extract is from the report of the committee on education of the convention of 1858, written by a distinguished alumnus of the college, who had cause to know whereof he spoke:

"The standard of scholarship at this institution is as elevated as that of any college in the land, the abilities of its professors for their respective duties unquestioned, its libraries and apparatus sufficient for every practical purpose, and already has it sent forth a host of young men who are occupying enviable positions in the various departments of society."

The board of trustees reported to the convention of 1860 available property to the amount of two hundred and sixty-four thousand four hundred and ninety-nine dollars and eighty cents.

"And now, upon the heels of this brief season of great prosperity and encouragement, comes the most terrible stroke of adversity yet suffered. In 1861 the War robbed the college of three of its professors and more than forty students, and before its close but one member of its Faculty was left in charge of its interests. When the War ended, it was found that with its effects it had destroyed the entire property of the college, except the buildings with their contents and the lot. Yet not exactly so. An institution of learning has possessions in the affections of its friends, in the hearts of all who rightly estimate the good it seeks to accomplish, whose value can not be reckoned in dollars and cents. Howard College, in its prostrate condition, had resources left in the fertile brains and unconquerable energies of those to whose management it was left, and in the favor of Divine Providence, which enabled it to arise in strength and still do noble service in the cause of education and for the denomination to which it belongs."

Notwithstanding the loss of its endowment, the college exercises have been regularly continued since the year 1865 to the present, successively under the administrations of Presidents J. L. M. Curry, F. O. Thornton, Samuel Freeman, J. T. Murfee,¹ T. I. Dill, and B. F. Riley. For seventeen years Dr. T. I. Dill, the eminent professor of the Latin and Greek languages, has been the senior member of the Faculty, and during the year 1887-88 was dean of the Faculty.

The Alabama Baptist State convention, at Union Springs, Ala., in July, 1887, acting through a committee, removed the college from Marion, Ala., and located it at East Lake, near Birmingham, in the expectation and with the assurance that it would again be richly endowed.

¹ Dr. Murfee, formerly "commandant" at the University of Alabama, when called to the presidency of Howard College, was in the full vigor of manhood and one of the most enlightened, progressive, and zealous educators in the State. To his untiring energy, great administrative ability, and personal attention to the work, the college is chiefly indebted for the prosperity which was largely developed and sustained during his incumbency of the office. Dr. Murfee opposed the removal of the college from Marion to East Lake, and when it was determined on, resigned the office of president and established a military academy in the old college buildings, which is now in successful operation.

PLAN, WORK, AND INFLUENCE OF HOWARD COLLEGE.

From the preceding account it will be seen that the institution has had a very eventful history—its buildings twice burned, but each time re-erected on a more ample plan, and, lastly, its property swept away by the results of the War. At the beginning of the War it held two hundred thousand dollars in interest-bearing notes. These notes were paid in Confederate money, which was not employed, and finally became worthless, and such notes as remained unpaid, with few exceptions, lost their value, owing to the general poverty of the country. Still, as is stated, while wholly without endowment, the college was maintained, and for many years it carried on its work, and kept abreast with the State institutions, owing to the excellence of the moral and intellectual training furnished, which secured for it a liberal patronage.

The governing principles on which the college is conducted, as briefly set forth in one of its yearly catalogues, may be stated as follows:

“It has a system of government which preserves order, secures good morals, stimulates all to diligent study, and trains to those habits of promptness, punctuality, and industry which are essential in business and professional life. It has a system of rewards for encouragement of scholarship, and, what is most important in maintaining the thoroughness of its work, no degrees, honors, or promotions are conferred except on the basis of attainments.

“The course of study is divided into the following distinct schools:

“I. School of Latin.

“II. School of Greek.

“III. School of modern languages.

“IV. School of English.

“V. School of modern science.

“VI. School of mathematics.

“VII. School of chemistry, geology, and mineralogy.

“VIII. School of natural philosophy and applied mathematics.

“IX. School of civil engineering.

“X. Business school.

“XI. School of military art and science.

“The degrees conferred are those of bachelor of science (B. S.), bachelor of arts (B. A.), master of arts (M. A.), and the diploma of civil engineer (C. E.).

“The conditions of admission are, evidences of good moral character, and certificates of honorable discharge from the institutions of which applicants have been previously members. The expenses for each term, for general students, including tuition, board, room, servants' hire, washing, etc., have heretofore amounted to somewhat over one hundred dollars, the sons of ministers having the privileges of the college at reduced rates. The general plan prescribes a careful daily examination of the

performance and conduct of each student by the professors and teachers, weekly reports being made to the president, from which semi-quarterly reports are made to parents or guardians.

“There are in connection with the college two literary societies—the Philomathic and the Franklin. These societies, provided with well-selected libraries, are regarded as valuable aids to the student.

“It may be claimed for Howard College, that the moral and intellectual impression which it has made during its career has not been surpassed by that of any other educational institution in the State. It is asserted that, of all its students, not one has proved to be a bad man. So far as is known, all have adopted careers of usefulness with success. The moral and social surroundings at Marion were undeniably of the first order, while the college has always had among its students a goodly number of young ministers, whose influence has been salutary upon the other young men. While its discipline has always been directed to morality and the development of a pure manhood, the demands for mental work have been too exacting to allow time for the growth of vicious habits.”

Howard College has sent forth a number of men who have risen to great distinction. The State has never had an abler preacher than the late Dr. Samuel R. Freeman, of Jefferson, Tex., who was one of the early graduates of the college. Dr. William Howard, of Austin, Tex., is another graduate, and is a very able man. Dr. William N. Reeves, of Eufaula, Ala., whether as preacher or banker, ranks confessedly with the finest intellects in the State. The rare capabilities of Dr. J. B. Hawthorne, of Atlanta, are widely known. Dr. G. D. Lyon, professor of Hebrew and Assyrian at Harvard College, Cambridge, Mass., took a professorship in that celebrated institution as his first work, which he still holds with eminent distinction. Dr. J. R. Sampey is professor of Greek and Hebrew at the Baptist Theological Seminary at Louisville, Ky. Very many other ministers of the gospel who have gone out from Howard College are holding positions in Alabama and other States with scarcely less eminence than those mentioned, as, for example, Rev. W. Wilkes, of Sylacauga, Dr. J. C. Wright, of Oxford, Rev. J. S. Dill, of North Carolina, J. H. Hendon, of Texas, and others.

And not less distinguished have been many of the graduates of Howard College in secular pursuits. Of those may be mentioned Hon. John M. McKleroy, of Anniston, and Judge John P. Hubbard, of Troy. As has been observed, to appreciate the importance of Howard College to Alabama, we have only to look around in every direction to see the standing of those who have been educated there—preachers, teachers, lawyers, doctors, statesmen, military men, merchants, and farmers.

REMOVAL OF HOWARD COLLEGE.

Without any endowment, and on the strength of the superior merit of its work, Howard College has for a number of years held its place

among the chief educational establishments of the State. Nevertheless, it has been acutely felt that the college could not continue without an endowment, and this conviction has received additional strength from the recent ordering of the trustees of the State University that henceforth at that institution tuition should be free to all students from the State, thus creating a formidable competing influence. Under these circumstances, at the Alabama Baptist State convention, held at Birmingham in July, 1886, a committee was appointed to confer with land companies and with the citizens of the principal towns in the State, to ascertain what inducements and donations would be offered in view of the establishment of Howard College on one of their respective sites. This committee reported at the convention held the year after that various inducements had been presented. The most eligible appeared to be one on the part of the East Lake Company, and another from Anniston. After a searching examination the East Lake proposition was finally accepted, by which it was believed that there had been secured for the permanent endowment of Howard College, money and property amounting to nearly two hundred thousand dollars, which, with the prospective enhancement of values, and assured liberal contributions from other sources, would furnish one of the most splendidly equipped institutions of learning in the country. The offers, some depending on the selection of East Lake, and others specifying only the choice of a site in the neighborhood of Birmingham, were as follows: From the East Lake Land Company, a donation of sixty acres of land at East Lake, valued at eighty-five thousand dollars; from the Walker Land Company, fifteen acres of land, valued at fifteen thousand dollars; from the citizens of East Lake, land estimated to be worth thirty thousand and seventy-five dollars; from the Lakeside Land Company, twenty acres, valued at ten thousand dollars; from the citizens of Woodlawn, land and money amounting to ten thousand dollars; from the citizens of Birmingham, in money, twenty thousand dollars—making a total of one hundred and seventy thousand and seventy-five dollars.

THE TEMPORARY COLLEGE BUILDINGS AT EAST LAKE.

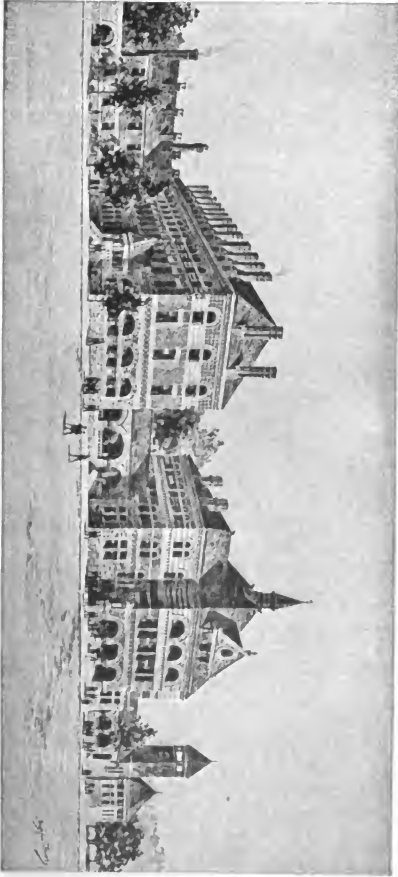
The temporary college buildings, completed in October last, in compliance with the terms of the agreement with the East Lake Land Company, cost eight thousand dollars. They include seven recitation rooms, over thirty sleeping rooms, with a dining hall, kitchen, and other apartments essential to the boarding department. From the interesting account of a visit paid to the college in its new home, in November last, published in the Alabama Baptist, we gather that at that date there were some one hundred and fifty-seven students in attendance. Although pending the erection of the permanent buildings the students lack certain advantages and comforts, the work of the college is going bravely on; the societies hold their meetings, and the institution is in an effective working state.

During the first session Prof. T. J. Dill, LL. D., was elected by the board of trustees dean *pro tempore* of the college for one year. In August, 1888, he was succeeded by Rev. B. F. Riley, D. D., of Livingston, Ala.

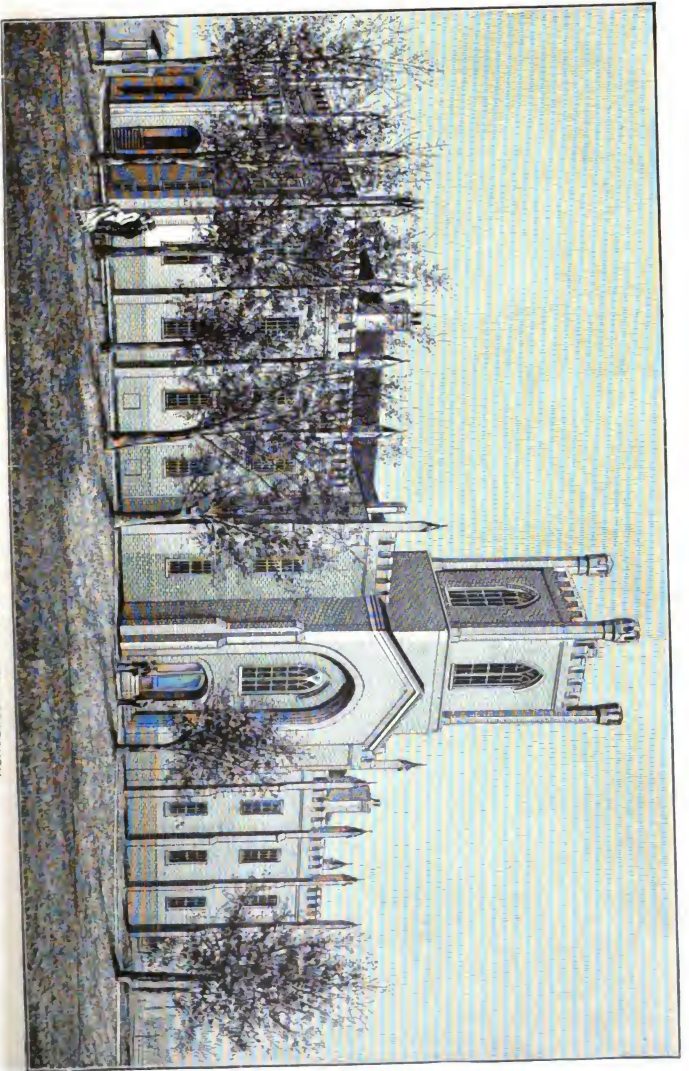
THE PERMANENT BUILDINGS.

The permanent buildings at East Lake, which will have two hundred feet front, will be in every way worthy of one of the most important institutions of the State. The design, which is the joint production of two well-known architects, Messrs. L. B. Wheeler, of New York, and John Sutchffe, of Birmingham, Ala., is singularly successful in securing the dignity of a great building, and, with the most picturesque variety of outline, creating the impression of a whole, and not of an assemblage of parts. Two large and imposing structures, the main building and the dormitory, united by an arcade, form a noble central mass, subordinate to which are, on one side, the science hall, with a conspicuous tower, and on the other the dining hall. The style, which is described as "American Renaissance," adopts freely the features most suitable for the purpose, the merit of the composition being in the fitness of every part and the consequent harmony of the whole. Thus the solidity of the base, emphasized by the massive arches and dwarfed pillars, with their broad capitals, gives strength and importance to the whole structure, while the alternation of circular and horizontal lines in the windows, and the variety in chimney, roof, and spire, show the skill of modern architects in making a large structure a harmonized assemblage of beautiful incidents, and not an ugly monotony. We add a few details of dimensions of the respective buildings, etc.: The main building is to be one hundred and sixty by seventy-one feet, and three stories high, and estimated to cost fifty thousand dollars. The pile of buildings is estimated to cost one hundred and twenty-five thousand dollars. The main building will contain six class-rooms, twenty by thirty feet each, each class-room having a professor's room attached. It will also contain the offices of the president and the secretary, and a library thirty by thirty feet; likewise chapel, to seat six hundred, eighty-one by sixty feet, and two stories high, and two literary society rooms, fifty by thirty feet each. The entrance hall will be thirty by thirty feet. The dining hall will be thirty-three by fifty-four feet. Science hall will contain chemical laboratory, forty-six by forty-six feet, for thirty-six students, professor's room, balance room, etc. The dormitory, besides having ample accommodations for students, will contain reception parlors and professors' rooms.

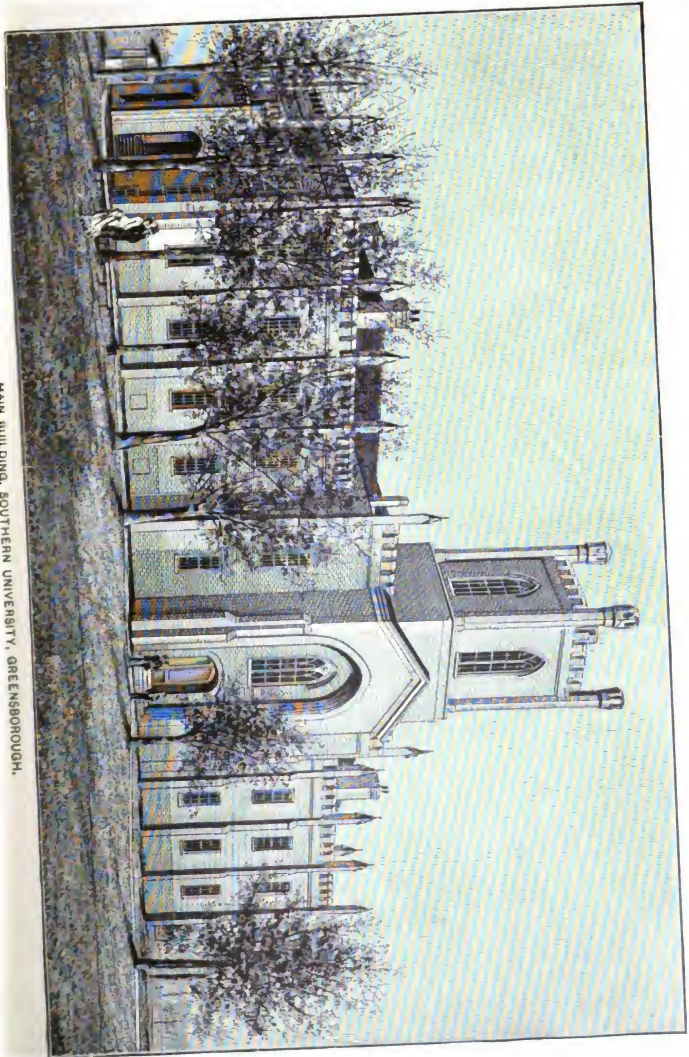
The exterior material will be of pressed brick, relieved by red and other marbles; the interior will be finished in hard wood, the corridors being of tinted marble. The building will be heated and ventilated by the Snead system. The contract for the foundation of the main building was awarded to Allen & Taylor, Birmingham, and work has been



HOWARD COLLEGE, EAST LAKE, NEAR BIRMINGHAM (CONTEMPLATED BUILDINGS).



MAIN BUILDING, SOUTHERN UNIVERSITY, GREENSBOROUGH.



MAIN BUILDING, SOUTHERN UNIVERSITY, GREENSBOROUGH.

begun and is being vigorously prosecuted. The buildings already alluded to will be as rapidly built as practicable.

PECULIAR ADVANTAGES OF THE COLLEGE.

Located within six miles of the city of Birmingham and connected with it by rapid dummy transit, its friends claim that the students have all the advantages of a large city without its disadvantages. Situated also in the heart of the mineral regions, and within easy reach of the founderies and manufactories, ample facilities for scientific research are afforded. These, taken in connection with the social, moral, and religious advantages afforded, give to Howard College incalculable benefits as a seat of learning.

CHAPTER IV.

SOUTHERN UNIVERSITY.

Southern University is located at Greensborough, and was established by the Alabama Conference of the Methodist Episcopal Church South. It was designed to be an institution of high grade, and to embrace in its curriculum a full and liberal course of literary, scientific, and religious culture. The better to enable it to accomplish these ends, it was founded upon a broad basis and liberally endowed. The University was incorporated in January, 1856.

Rev. Robert Paine, Rev. James O. Andrew, Rev. Edward Wadsworth, Rev. Jefferson Hamilton, Rev. Thomas O. Summers, Rev. Archelaus H. Mitchell, Rev. Thomas J. Koger, Rev. Christopher C. Calloway, Rev. Joseph J. Hutchinson, Rev. Joshua I. Heard, Rev. Philip P. Neely, Rev. Lucius Q. C. De Zampert, Rev. Henry W. Hilliard, Rev. Thomas Y. Ramsey, John Erwin, Gideon E. Nelson, Robert A. Baker, John W. Walton, Thomas M. Johnson, Gaston Drake, Thomas W. Webb, Augustus A. Coleman, and Luke W. Goodman are named as trustees in the act of incorporation.

The first regular meeting of the board of trustees was held in Greensborough on the 17th day of March, 1856. Rev. Bishop Paine was elected president, and Hon. John Erwin vice-president of the board. Steps were immediately taken to carry out the provisions of the charter. On the 11th day of June, 1856, the corner-stone was laid, and on the 3d day of October, 1859, the halls of the University were thrown open for the admission of students. From that time until the present its doors have remained open, with the exception of the session of 1864-65.

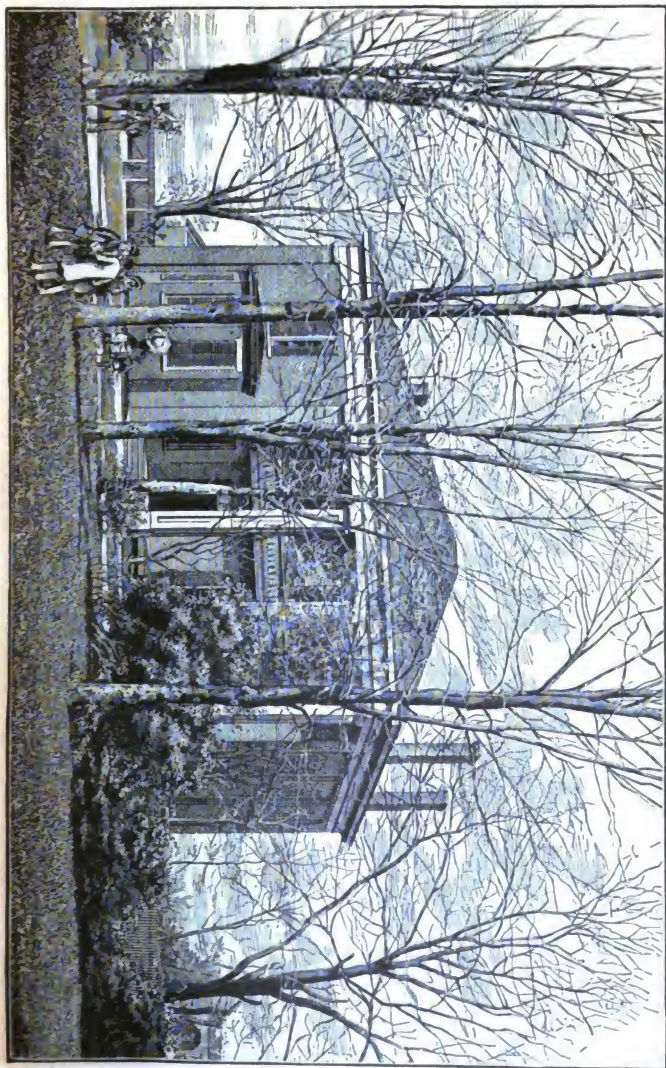
The first Faculty was composed of the following gentlemen: Rev. William M. Wightman, D. D., LL. D., chancellor, and professor of

biblical literature; Rev. Edward Wadsworth, A. M., D. D., professor of moral philosophy; Oscar F. Casey, A. M., professor of ancient languages; Rev. J. C. Wills, A. M., professor of mathematics; N. J. Lupton, A. M., professor of chemistry; Rev. J. A. Reubett, A. M., professor of modern languages and Hebrew; J. A. Gatch, A. M., adjunct professor of mathematics. Rev. C. C. Calloway was financial and endowment agent. It was largely through his efficiency and energy that the University buildings had been erected and paid for, and that it began its course of usefulness with an active endowment of two hundred and forty thousand dollars. It suffered in common with all the South from the late Civil War, and its large endowment was almost a total loss. Patronage was diminished by the financial reverses of the people.

After the retirement of Rev. C. C. Calloway, Rev. R. R. Hargrove, Rev. J. A. Heard, Rev. Jefferson Hamilton, and Rev. W. I. Powers alternately became the agents of the University. But, with all their earnestness and zeal, their success was comparatively small, and for years the history of the institution was made up of a long and heroic struggle with poverty, difficulties, and discouragements.

In the spring of 1866, Dr. Wightman was called to the "office and work of a bishop in the church," and in July of that year he tendered his resignation. From that time until July, 1871, Dr. Wadsworth acted as chairman of the Faculty. At that time Dr. Wadsworth and Professors Wills and Lupton withdrew from the institution, and Rev. Allen S. Andrews, A. M., D. D., was elected president and professor of moral philosophy. Oscar F. Casey, A. M., was continued in the chair of ancient languages; Rev. John S. Moore, A. M., was elected professor of mathematics; Thomas O. Summers, A. M., M. D., professor of chemistry; and David M. Rush, A. M., and Rev. Robert T. Nabors, A. M., were elected adjunct professors in the departments of mathematics and ancient languages.

The administration of Dr. Andrews was a success, the enrolment being greater than at any former period in the history of the University. He organized the School of Medicine, which continued in operation for the three following sessions, and graduated a number of young men to the degree of doctor of medicine. His connection with the institution ended in July, 1874. Rev. John S. Moore, A. M., was chairman of the Faculty during the ensuing year. In July, 1875, Rev. Luther M. Smith, A. M., D. D., was elected president and professor of moral philosophy. The following Faculty was associated with Dr. Smith: Rev. J. H. Hopkins, A. M., M. D., professor of chemistry; Rev. Josiah Lewis, A. M., D. D., professor of English literature and history; O. F. Casey, A. M., professor of ancient languages; Rev. John S. Moore, A. M., D. D., professor of mathematics; Charles A. Grote, A. M., professor of modern languages; and Charles Laue, A. B., principal of the preparatory department. Professors Casey and Lane remained in connection with the institution only during the session of 1875-76, and were



PRESIDENT'S DWELLING, SOUTHERN UNIVERSITY.

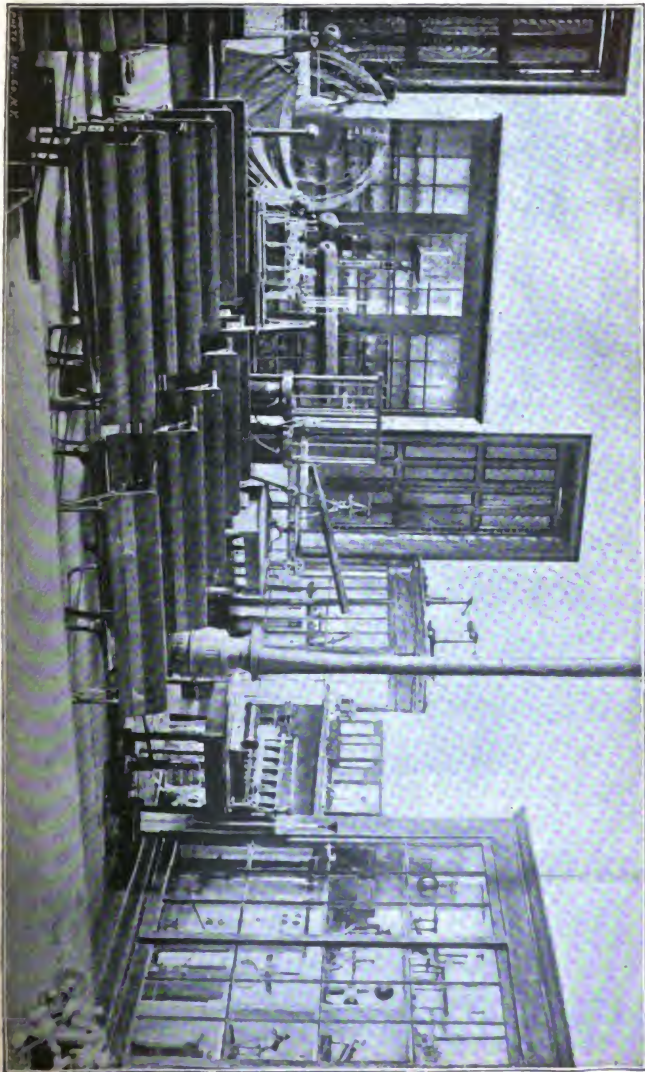
succeeded by Prof. Clarence M. Verdel, A. M., and Arthur W. Smith, A. M.

Rev. W. J. Powers was at this time endowment agent. He labored faithfully, but owing to the difficulties in his way, he attained only a small measure of success. The labors of Dr. Smith closed with his death, which occurred in July, 1879. At the ensuing commencement, in 1880, Rev. Josiah Lewis, A. M., D. D., was elected chancellor. His co-laborers were Rev. John S. Moore, A. M., D. D., professor of mathematics; C. M. Verdel, A. M., professor of natural science; C. A. Grote, A. M., professor of modern languages; Rev. F. M. Peterson, A. M., B. L., professor of ancient languages; and Prof. W. P. Stott, B. P., principal of the preparatory department.

Dr Lewis retired from the University in December, 1881. No president was elected at the ensuing commencement. The fortunes of the school seemed to be waning, and the outlook was extremely discouraging to its friends. But during the following year effective measures were taken for its rehabilitation. The charter was so amended as to constitute the institution the joint property of the Alabama and North Alabama Conferences. In July, 1883, Rev. A. S. Andrews, A. M., D. D., was again called to the presidency; at once confidence was inspired, and the church, in fact the whole Christian public, rallied to the support of the University as they had never done before. During the year 1883-84 the institution numbered one hundred and six matriculates; in 1884-85 the number was one hundred and twenty-seven; during the year 1885-86, one hundred and seventy-one; in 1886-87, one hundred and ninety-two; in 1887-88 the patronage increased to two hundred and twenty-five; and at the opening of the spring term of the present session, 1889, the school numbered two hundred and fifteen matriculates. Rev. Dr. W. C. McCoy was elected agent in 1884. He was successful in securing a considerable amount of productive endowment, which has been safely invested, and during his agency he repaired and greatly improved the buildings of the University.

In 1888 Rev. James O. Andrew succeeded Dr. McCoy in the agency, and during the year he has had unusual success. He is a man of great personal magnetism, is in all respects fitted for the delicate and difficult work that he has in hand, and the omens of complete success have greatly cheered the friends of the institution.

The Methodist Episcopal Church South is strong in Alabama, numbering more than eighty thousand communicants; many of these are rich men, who could individually endow the University and never feel the loss of the bequest. The school is becoming more and more a necessity to the church and to the State. It is sending out from its halls of instruction annually bands of educated and trained young men who are taking their places in the front ranks of society, each one to become a centre of light and Christian influence. More and more is the lesson of Christian culture spreading throughout the State, and the sentiment is



PHYSICAL LABORATORY, SOUTHERN UNIVERSITY.



CHEMICAL LABORATORY, SOUTHERN UNIVERSITY.

constantly growing that mere intellectual culture is not sufficient; the heart must be educated, the whole man must be developed, to fit him for the highest duties of state and church. Many of the noblest men of the age have been educated in this way. The Governor of Alabama, Thomas J. Seay, is an alumnus of Southern University, and her sons are everywhere taking rank among the first scholars and men of the country.

The buildings, grounds, literary societies, libraries, museum, and laboratory furnish the facilities for thorough collegiate and scientific instruction, and the board of trustees is making arrangements to add to the present full curriculum schools of civil engineering and pharmacy.

The board of trustees is as follows: Rev. A. H. Mitchell, D. D., Rev. T. F. Mangum, D. D., Rev. J. M. Mason, Hon. P. G. Wood, Hon. S. H. Dent, F. M. Peterson, M. D., Rev. J. O. Keener, J. H. Y. Webb, Rev. O. S. McGehe, Rev. V. O. Hawkins, A. C. Miller, Rev. J. B. Stevenson, Rev. S. M. Hosmer, M. V. Henry, Rev. A. Monk, D. D., Rev. A. B. Jones, LL. D., J. L. Rison, B. B. Comer.

The present board of instruction consists of Rev. A. S. Andrews, A. M., D. D., LL. D., professor of mental and moral philosophy; C. A. Grote, A. M., professor of natural science; Rev. F. M. Peterson, A. M., B. D., professor of ancient languages; Rev. J. A. Moore, A. M., Ph. D., professor of mathematics; Rev. J. F. Sturdivant, A. M., Ph. D., professor of history and English literature; C. A. Grote, A. M., professor of modern languages; Rev. W. H. Giesler, A. B., principal of preparatory department; E. L. Brown, B. S., assistant professor of natural science and Latin; N. A. Pattillo, B. S., tutor in mathematics; H. C. Howard, B. S., tutor in mathematics; L. L. Smith, A. M., tutor in Greek.

The officers are: Rev. A. S. Andrews, president; Prof. C. A. Grote, treasurer, Rev. F. M. Peterson, secretary; Rev. C. A. Rush, A. B., superintendent of Hamilton Hall; Rev. J. O. Andrew, A. M., agent; O. C. Haud, A. M., librarian.

CHAPTER V.

ST. JOSEPH'S, OR SPRING HILL, COLLEGE.

The College of Spring Hill, or St. Joseph's College, is one of the oldest and best known institutions of learning in the State, and beyond the State, in Louisiana, Mexico, the island of Cuba, and in Central and Southern America, it is probably better known than any other college in the United States.

It was founded in 1830 and chartered in 1836 by the Legislature of Alabama, with all the rights and privileges of a University, and empowered to confer academic honors.

It was established by the Roman Catholics and is under the control of the "Society of Jesus," and its directors, officers, and professors, all belong to that ancient fraternity. While the public worship of the institution is that of the Catholic religion, pupils of other denominations are received, provided they are willing to "conform to the exterior exercises of worship."

Under date of August 20, 1840, the college was empowered by Pope Gregory XVI to grant degrees in philosophy and theology.

The college buildings are well located on rising ground, about five miles from the city of Mobile, and at an elevation of one hundred and fifty feet above the level of the sea. This elevation and the surroundings giving it almost continually refreshing breezes, make the location both pleasant and healthy. A large unfailling spring at the foot of the hill supplies abundant water to a beautiful pond, wherein students may lave and swim at pleasure.

The college is well supplied with books and apparatus, and the courses of study are varied and extensive. There are three courses of instruction, the "Preparatory," the "Classical," and the "Commercial."

The Preparatory course is completed in one year, and embraces spelling, writing, and the elements of English grammar, history, geography, and Christian doctrine. It is designed, as the name implies, to fit the younger students to enter a class in either of the higher courses of study.

The Classical course is intended to occupy six years, and is arranged as follows: First year, inferior grammar class; second year, middle grammar class; third year, superior grammar class.

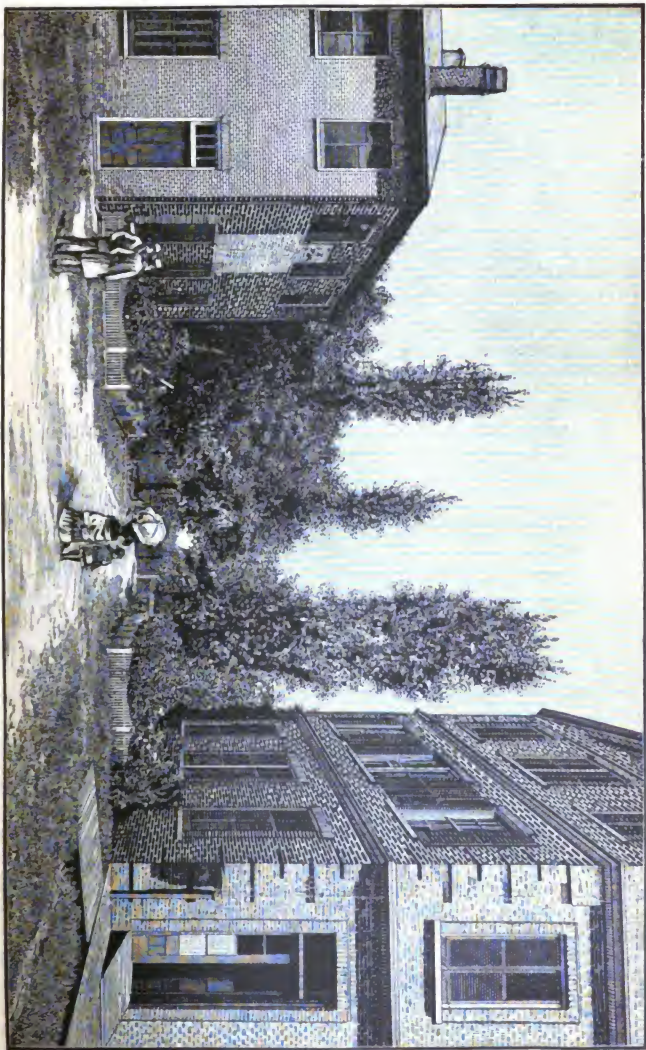
To these classes belong a graduated teaching of the Latin, Greek, and English grammars, with corresponding oral and written exercises, and easy essays in composition, besides instruction in history, geography, arithmetic, declamation, and Christian doctrine.

Fourth year, belles lettres; fifth year, rhetoric. In these classes—fourth and fifth years—besides the Latin and Greek branches, special attention is given to analysis, and to descriptive, narrative, poetical, and oratorical composition; also to algebra, geometry, plane trigonometry, surveying, and to the evidences of religion.

Sixth year, philosophy; mental philosophy is taught in Latin, and embraces logic, metaphysics, and ethics;¹ natural philosophy, in its various branches; chemistry; natural history; spherical trigonometry; analytical geometry. Astronomy and the higher mathematics also belong to the instruction of the sixth year.

On a satisfactory examination in the studies of this course, the student is entitled to the degree of bachelor of arts. A second year of philosophy at the college, attended with success, or a two years' practice

¹ This information is derived from the annual catalogue of Spring Hill College for the year 1887-88.



SPRING HILL COLLEGE. INFIRMARY AND WING OF COLLEGE.

in a learned profession, entitles a bachelor of arts to the degree of master of arts.

The Commercial course covers four years of study. The first three years correspond with the first three of the classical course, except that Latin and Greek are omitted, and that, in the second year, an elementary course of natural philosophy is added. The fourth year corresponds with the fifth and sixth years of the classical course, Latin and Greek excepted, with the addition of special studies in pure and applied mathematics, natural philosophy, and chemistry. Book-keeping, penmanship, French, German, Spanish, and Italian form separate courses, all but the first two being at the option of parents.

The ages of admission are from nine to fifteen years. Students can not be withdrawn during the session, except for reasons approved by the president. The ordinary charges per session of ten months are:

Entrance fee, first year only	\$15
Board, tuition, washing, bed, and bedding	300
Medical fees	14
Total	329

Advanced students pay ten dollars for the use of the philosophical apparatus and supply of chemicals.

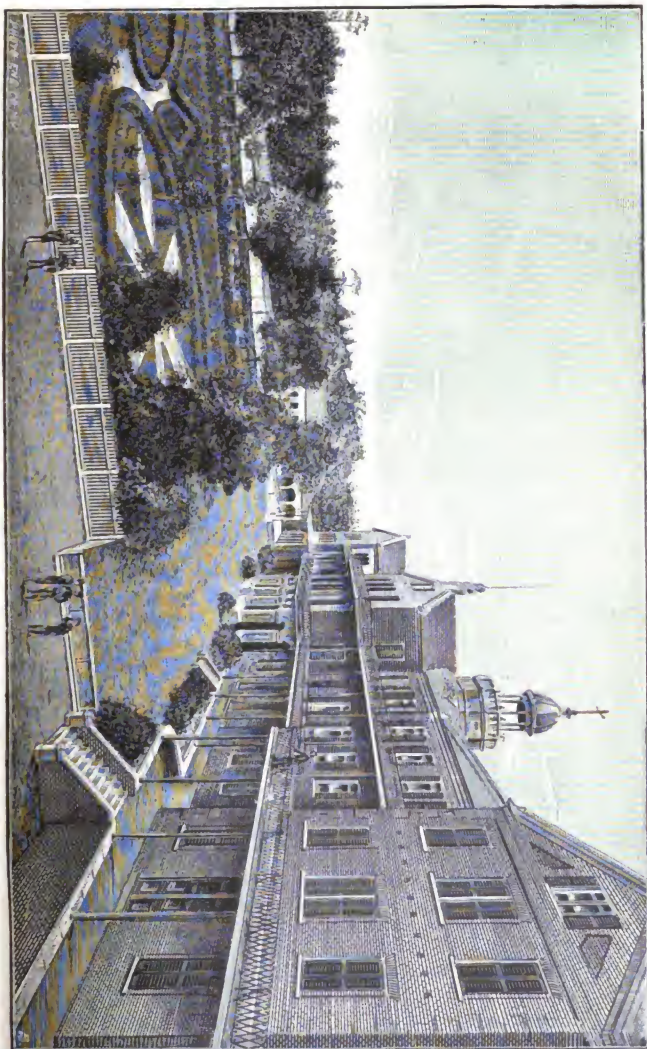
The graduation fee is ten dollars.

The following extra charges are made for drawing and music, at the option of parents: Drawing, per month, five dollars; piano, per month, eight dollars; violin or flute, eight dollars; vocal music, four dollars; brass instruments, four dollars.

Students who spend vacation at college are charged eighty dollars each.

There are several societies, religious, literary, and musical, connected with the college, over each of which some member of the Faculty presides. The religious societies are: Sodality of the Immaculate Conception of the Blessed Virgin, Rev. Nicholas Davis, S. J., director. The object of this society is stated to be "to cultivate among its members a religious spirit and the practice of devotion to the Mother of God." Sodality of the Holy Angels, Rev. Albert Wagner, S. J., director "This society has for its object to foster a spirit of filial love to the Blessed Virgin, the Queen of Angels, among the younger students, and to encourage them to the practice of virtue and piety." Altar Boys' Association, Mr. Daniel D. Donelan, S. J., director, which is designed "to add solemnity to divine worship, and to cherish in the hearts of its members devotion to the Blessed Sacrament."

There are two literary societies, the Senior and Junior. They have for their object "the cultivation of eloquence by means of debates, dramatic readings, and declamations." Rev. Henry C. Semple, S. J., is director of the Senior, and Mr. Edgar Bernard director of the Junior Society.



SPRING HILL COLLEGE, AS SEEN FROM CHAPEL.

The Philharmonic Societies are two in number, and are also called Senior and Junior. Rev. J. D. Whitney, S. J., is president of the Senior, and Mr. Louis Bashnal, S. J., is president of the Junior society.

Besides the societies named, there are the College Orchestra, the College Choir, the Billiard Room Association, and the Reading Room Association, each under the direction of an officer of the college, showing that even in the diversions and amusements of the pupils the officers participate, and, by their presence, exercise a wholesome restraint, if need be, preventing over-exertion or undue license.

As a stimulant to proficiency and good conduct, the directors have instituted the "Gold Medal" and other prizes, which are distributed annually among the students according to their standing, except that the prize for "good conduct" is awarded by a vote of the students, with the approbation of the Faculty.

Among the members of the Faculty of this institution no one has left a higher reputation than Father Dominic Yenni, S. J.

He was professor of Latin and Greek, and among the fruits of his experience and labors are his Latin and Greek Grammars, which have come to be extensively used.

From February, 1847, to July, 1888, he was connected with the institution, and was one of the most learned members of his order.

He was born at Vorarlberg, in the Tyrol, January 1, 1810, and died July 8, 1888, in the seventy-eighth year of his age, and the fifty-eighth of his religious life. He was an accomplished musician, and the last years of his life were solaced by the charms of its companionship.

The Right Reverend A. D. Pellicer, Bishop of San Antonio, and the Right Reverend Dominic Manucy, Bishop of Mobile, were tutors in this institution, and among the most distinguished of its alumni.

The names of the existing board and Faculty are as follows:

Board of trustees: Rev. David McKiniry, S. J., president; Rev. John D. Whitney, S. J., Rev. N. Davis, S. J., Rev. Joseph Roudit, S. J., Rev. H. C. Semple, S. J.

Faculty: Rev. David McKiniry, S. J., president; Rev. John D. Whitney, S. J., vice-president, prefect of studies and discipline, professor of mathematics; Rev. Nicholas Davis, S. J., secretary, English, mathematics; Rev. Joseph Roudit, S. J., chaplain; Rev. Gratian Jordan, S. J., treasurer; Mr. Patrick S. Walsh, S. J., professor of mental philosophy in classical course; Rev. Albert Wagner, S. J., professor of physics and chemistry, mathematics, French; Rev. Henry C. Semple, S. J., rhetoric; Mr. Edgar Bernard, S. J., belles-letters, penmanship, librarian; Mr. Joseph C. Arnold, S. J., first grammar class; Mr. Daniel D. Donelan, S. J., second grammar class, book-keeping, third grammar class; Mr. William A. Wilkinson, S. J., English, mathematics; Mr. Henry S. Maring, S. J., professor of mental philosophy in superior commercial course, Latin, French; Rev. William Tyrrell, S. J., first commercial class, Spanish; Mr. Louis Bashnal, S. J., second commercial class, Ger-

man; Rev. Bernard Maguire, S. J., third commercial class; Mr. Amadeus L. Guyol, S. J., preparatory class. Assistant prefects of discipline: Rev. Bernard Maguire, S. J.; Rev. William Tyrrell, S. J.; Mr. Joseph P. Arnold, S. J.; Mr. Louis Bashnal, S. J.; Mr. Edgar Bernard, S. J.; Mr. Henry S. Mariug, S. J.; Mr. Patrick S. Walsh, S. J.; Mr. William A. Wilkinson, S. J.; Mr. Auguste Staub and Mr. Joseph Bloch, professors of music; Mr. Paul Bondousquie, professor of drawing; J. F. Heustis, M. D., attendant physician.

An examination of the catalogue of 1887-88 shows that there were one hundred and eight students in attendance, distributed according to residence, as follows: From Alabama, twenty-four; Louisiana, forty-five; Mississippi, eight; Georgia, six; Florida, four; Pennsylvania, two; Texas, four; City of Mexico, twelve; Guatemala, one; British Honduras, one; Spanish Honduras, one. These figures show the cosmopolitan character of Spring Hill College.

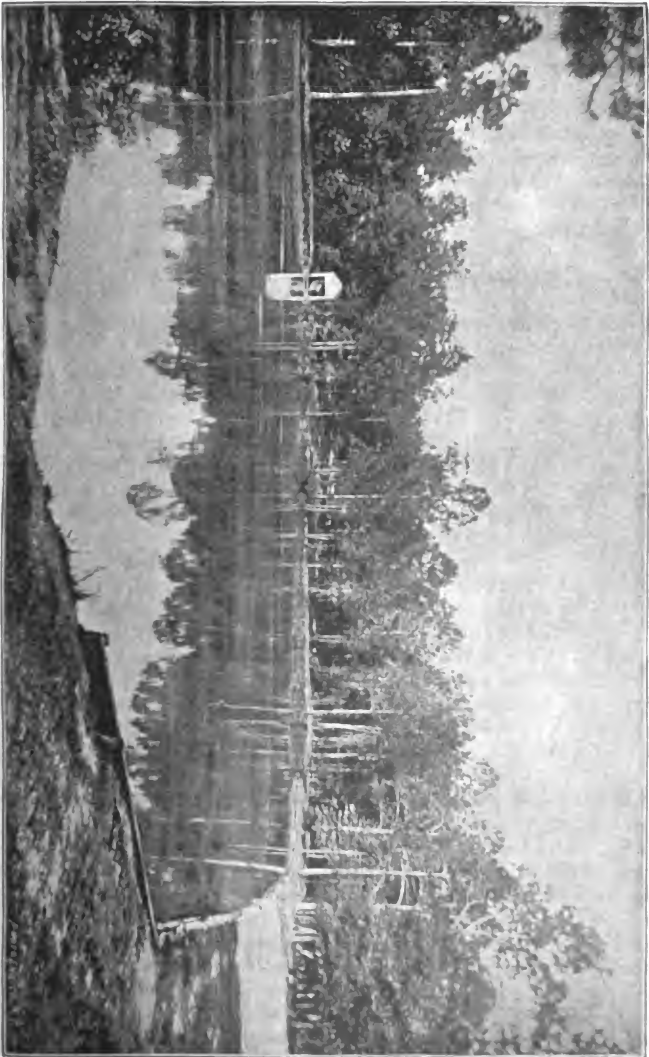
ALUMNI.

In the year 1869 the college buildings were burnt, and together with them were destroyed the records of the preceding years. The history of the college and its students was thus lost. To gather information about them has therefore become a matter of no small labor, as great numbers are dead, while others are dispersed in a manner that seems to defy all attempts to trace them. The following list of alumni, prepared for this monograph by Rev. J. A. Hogan, S. J., does not therefore completely represent Spring Hill's past, but contains as many names as it was possible for him to collect in the brief time he had at command.

Hon. Samuel D. McEnery, Governor of Louisiana; Hon. Henry C. Knobloch, lieutenant-governor of Louisiana; Hon. Davidson Penn, lieutenant-governor of Louisiana; Hon. Barnett Gibbs, lieutenant-governor of Texas; Hon. Edward Bermudez, chief justice of the State of Louisiana; Hon. George A. Gallagher, justice of the supreme court of Arkansas; Hon. N. H. R. Dawson, of Alabama, speaker house of representatives and U. S. Commissioner of Education. To these may be added some thirty judges of local courts.

The number of lawyers (besides the distinguished names above mentioned) goes beyond one hundred and twenty. Of these, well known are the names of Felix Voorliies, Louisiana; J. Semple, New York (assistant city attorney); Alcée Villère, Louisiana; Lucien Marrero, Louisiana; Duncan Harris, New York; Gibbs Morgan, Louisiana; Duncau Campbell (son of Judge Campbell), Louisiana; L. Claiborne, Louisiana; Henry Rives, Mississippi; Ferreol Perrodin, Louisiana; W. Cahalan, Alabama; R. H. Fries, Alabama; Allen Hooker, St. Louis, Mo., etc.

The list of doctors goes beyond sixty. Of these, well known are Drs. Ch. Curell, Louisiana; Rhett Goode, Alabama; Wm. Ross, Alabama;



LAKE, SOUTH VIEW—SPRING HILL COLLEGE.

N. Lockett, Mississippi; N. Gourrier, Louisiana; Jno. Duffel, Louisiana; C. Archinard, Louisiana; J. Hirshfeld, Alabama; Ch. Whelan, Alabama; Wm. Harnan, Louisiana; C. Fazet, Louisiana; E. Poincy, Louisiana.

Teachers: Profs. R. A. Hardaway, University of Alabama; Jno. McAuley, University of Louisiana. In various other colleges as professors or principals: Th. Torre (Della), Charleston; F. Mader, New Orleans; George D'Aquin (vicomte), New Orleans; E. Durel, New Orleans; N. Landry, New Orleans; J. O'Brien, New Orleans; C. Aitkens, New Orleans; R. Sevier, Jefferson, La.; M. Quinn, Mobile; J. Burke, Augusta, Ga.

Editors or occasional writers: J. Brady, Vicksburg; Th. Raby, Houma, La.; Rev. J. Comes, New York; J. Augustin, New Orleans; Paul Robert, Mobile; Walt. Robinson, New York; Alex. Roach, Yazoo City; Henry O'Meara, Alabama; L. Demouy, Mobile, Ala.; John McAuley, Pensacola; H. Cochran, Alabama.

Noted in other ways: General D. H. Higley, Mobile, Ala.; Col. L. Armand, New Orleans; Col. E. Dubroca, Baton Rouge, La.; Col. D. Penn, New Orleans; Col. R. M. Sands, Mobile, Ala.; Hon. George W. Nott, postmaster, New Orleans; Hon. Oscar Arroyo, secretary of state, Louisiana; Hon. L. Claiborne, M. C.; Hon. E. Hart, State senate, Louisiana; Hon. Leslie Brooks, State senate, Alabama; Hon. Numa Augustin, State senate, Louisiana; Hon. Alphonse Hurtel, Mobile, Ala.; Chas. Maurian, New Orleans, chess-player of national celebrity; Paul Morphy, New Orleans, king of chess-players.

Clergy.—To the above may be added eighty members of the clergy, of whom two became bishops and founders of dioceses, namely: Rt. Rev. D. Manucy, of Brownsville, Tex.; Rt. Rev. A. Pellicer, of San Antonio, Tex.; and four became prelates: Very Rev. M. McFeely, prior of St. Rose's Dominican Monastery, Kentucky; Very Rev. J. F. O'Connor, S. J., president of College of Immaculate Conception, New Orleans; Very Rev. J. Brislau, S. J., president of College of St. Stanislaus, Macon, Ga.; Very Rev. C. O'Callaghan, administrator of the diocese of Mobile.

We find as members of the staff of Spring Hill College a certain number of names well known to the public: Rt. Rev. M. Portier, first president, bishop and founder of the dioceses of Alabama and Florida; Rt. Rev. M. Loras, second president, bishop and founder of the dioceses of Minnesota and Iowa; Rt. Rev. J. Bazin, third president, bishop of the diocese of Indiana; Rt. Rev. J. Chalons, domestic prelate to the Pope; Most. Rev. F. Leray (professor), archbishop of New Orleans; Very Rev. J. Ladavière, administrator of the diocese of New Orleans, and known to history for having borne to Paris the famous bull of excommunication against Napoleon Bonaparte, for which he was expelled from France; Very Rev. J. Bellier, founder of the College of St. Gabriel, Vincennes, Ind.; Rev. R. Holand, S. J., author of a work on political

economy ; Rev. D. Yenni, S. J., author of a Greek grammar and Latin grammar ; Rev. A. Comette, S. J., savant, and author of various treatises ; Rev. J. Staré, S. J., distinguished linguist ; Mr. N. Hart, author of an English grammar ; Mr. R. D. Williams, author of poems on various subjects ; Mr. A. Jewett, afterwards a distinguished physician of Paris, France ; Mr. J. F. Young, afterwards colonel in the Union Army ; Mr. N. J. Nicollet, author, astronomer, geologist.

CHAPTER VI.

JUDSON FEMALE INSTITUTE.

Brief Sketch of its Origin and History—Buildings Destroyed by Fire—Preparations for Rebuilding—Present Condition and Prospects of the School.

This school was founded by public spirited Christian gentlemen of the Baptist denomination, resident in Perry County, Ala. The first session opened January 7, 1839, in a modest, two story wooden building thirty by forty feet, with two small wings. Professor Milo P. Jewett was the first president ; General Ed. D. King was president of the board of trustees, William Hornbuckle secretary, and Langston Gorce treasurer. A small beginning was made by the enrolment of forty-seven pupils. The numbers grew rapidly, so that at the end of the second ten months' session there were one hundred and eighteen pupils, and at the end of the third session one hundred and fifty-seven. In two and a half years a house, answering all the demands at that time, had been constructed, which was unsurpassed by any school building for girls in the South. It was supplied with apparatus, a library, and a cabinet of minerals. A uniform was adopted and a form of discipline decided upon.

There is not a vestige now of the original buildings. They were first replaced by three handsome three-story brick edifices joined by two-story wings, forming an imposing structure two hundred and forty by one hundred and twenty feet. These buildings occupied the highest ground in Marion. Before them spread a large and beautiful lawn, enclosed in evergreen hedges and ornamented with pleasing grass plots, broad and graceful walks, and shade trees, flowers, and shrubs. The buildings were well furnished, both for domestic and school purposes, and liberally supplied with apparatus and musical instruments. Gas, manufactured on the premises, gave an abundant supply of light, and water-works, also the property of the school, conveyed water to every floor of the building.

Since the notes for this sketch were made, a few weeks ago, the beautiful and commodious structures briefly described herein, suffering the fate of their predecessors, have been entirely destroyed by fire. So

this renowned and excellent female seminary, though still clothed with beauty, sits in ashes.

But thanks to the nerve, zeal, and devotion of its board of trustees, nobly sustained by its multitude of friends, the buildings have been rebuilt upon a larger and more elegant plan, and are now ready for use, and will be occupied at the session commencing in October of the present year (1889). The new buildings are greatly superior to those which they have replaced, in plan, construction, and finish, and are an honor to the liberality of the citizens of Marion and the friends of the institution.¹

Meanwhile, thanks to the public spirit and liberality of citizens of Marion, the exercises of the school have been progressing regularly, all the classes being taught as usual.

The Faculty has grown from six to sixteen. The course of study has been made to comprehend four foreign languages and the other subjects of a liberal education, a wide range of subjects pertaining to a practical one, and some of the industrial arts. The branches taught in the collegiate department require four years' study; there is a music course of six years, and an art course of three years. Aptness, thorough preparation, and diligence will enable a pupil to accomplish the work of any of the departments in much less than the prescribed time.

The school enjoys the privilege of a charter from the Legislature of Alabama. It is the property of the Alabama Baptist State Convention, also a corporate body. Its interests are committed to a board of trustees, elected by the convention, to whom the board reports annually. The management of its affairs is entrusted to a president, who is elected

¹ The buildings are what is known in architecture as a combination of Roman and French Renaissance. They present an imposing front of 240 feet, the main depth being 121 feet, the height being three stories, except the central part, which is four stories high. The height of the rooms is 16 feet on the first floor and 14 feet on all the other floors. The top cornice of the dome is 100 feet from the ground.

The main entrance has a vestibule measuring 17x41 feet; the main stair hall is 37x41 feet; while the main staircase is 12 feet wide and continues to the third floor. There are two other stairways that reach to the third floor, and each of these can be reached from any part of the building by means of halls and corridors.

There are 153 feet of open promenade on the front veranda, and the same on the back, inclosed by an arcade, besides 200 feet of hall-ways.

The dining room is 41x62 feet, with transepts on either side, making a cross of 62x69 feet. The first floor comprises two study halls, the one 20x52 feet and the other 31x41 feet, five large lecture rooms, three offices, two parlors, nine other rooms, and two vestibules.

The second floor contains a chapel with a capacity, floor and gallery, for 1,000 seats; a stair hall 37x41 feet; library 17x13 feet, two reading rooms each 17x13 feet, these three rooms connecting with balconies 8x52 feet; musical director's and vocal teacher's instruction rooms, each 25x20 feet, which may be thrown into one by opening the folding doors; 36 dormitories, and 350 feet length of hall-ways.

The third floor, 42 dormitories, 25 music rooms, with 468 feet length of hall-ways.

The art room is 41 feet square, with sky-light and side-light, on the fourth floor.

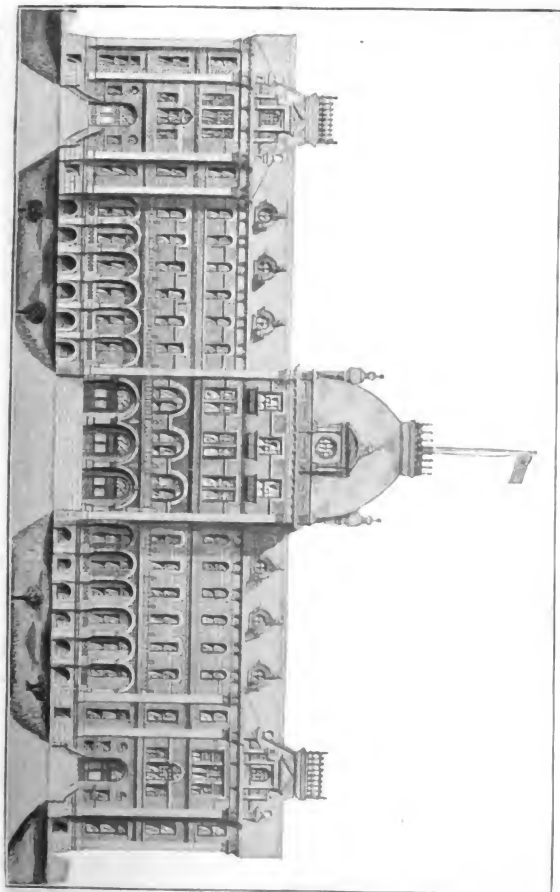
All the stairways are wide and of easy grade.

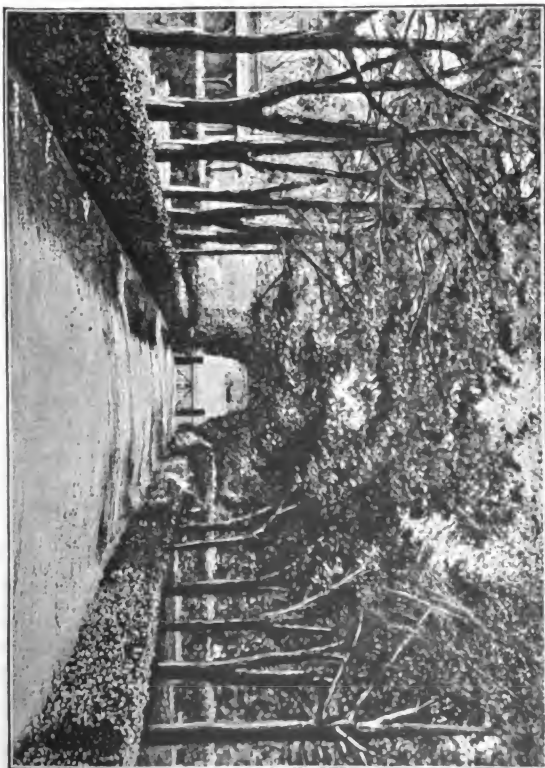
There is not a dark room above ground in the entire edifice.

The buildings are built of brick and covered with slate.

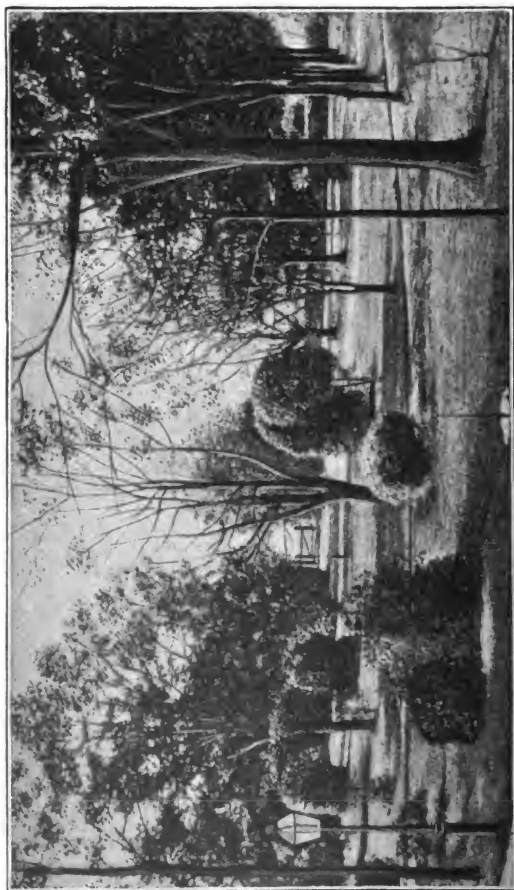
JUNSON INSURANCE.

REQD. FEB. 20, 1889.





AVENUE FROM MAIN ENTRANCE TO FRONT GATE, JUDSON INSTITUTE.



LAWN AT LEFT OF AVENUE JUDSON INSTITUTE.

by the board, and whose term of office is determined by the condition of mutual satisfaction between the contracting parties. The present incumbents of these offices are the Hon. John Moore, president of the board of trustees, and Prof. S. W. Averett, LL. D., president of the seminary. The board assumes the responsibility of all the expenses, so that no officer or teacher is pecuniarily interested in its income. The property was valued at seventy thousand dollars. The seminary has no embarrassing indebtedness, and its financial credit is high.

The "Judson" has sent forth more than five hundred preparatory graduates to adorn the homes and the society of the South, to teach and train the children, and many of them to be ornaments of Christianity. The Bible has had a place among its text-books from the beginning, and the Bible lesson is made a part of each day's hearty work. The whole tendency of the discipline is to inculcate the principles of order, industry, and simplicity.

This school invites the liberal contributions of those who are willing to invest funds in the endowment of a college that has had a career of fifty years of usefulness, and that has now large facilities for educational purposes, and a strong hold on the affections of the people. It attracts the patronage of parents who seek a school that furnishes generous board, skilful instruction, and a wide course of education, and has the prospect of permanence.

The teachers and scholars of the current session have most favorably impressed those who know them by personal acquaintance and observation of their work.

The cost of board and tuition in the literary course for the school year is one hundred and ninety-five dollars; that of music, from fifty to one hundred and twenty dollars, according to department and class; and that of art, from twenty to forty dollars.

CHAPTER VII.

ALABAMA CONFERENCE FEMALE COLLEGE.

Organized in 1856—Rev. A. A. Lipscomb, D. D., LL. D., the First President—Immediate Success of the College—Becomes the Property of the Alabama Conference in 1872—John Massey, LL. D., becomes President in 1875—His Wise and Successful Management—The Courses of Study—Literary Societies—The Roll of Alumnae—The Condition of the College.

The idea of founding this college, now one of the best institutes for the education of females in this country, was the conception of Mrs. Martha Alexander, an intelligent and far-sighted Christian woman, one of the noblest of her sex; and was matured and took practical form in the mind of Rev. M. S. Andrews, of the Alabama Conference.

The last annual catalogue says: "But for this excellent lady and

this energetic minister, the college would probably never have been founded; let their names head the roll of its benefactors."

The institution was chartered by the Legislature of Alabama under the corporate name of Tuskegee Female College, and its property and management were placed in the hands of a board of trustees. It was organized and began its career February 11, 1856.

The first president was Rev. A. A. Lipscomb, D. D., LL. D., a man renowned for his æsthetic taste, literary culture, and large attainments. Under his management immediate success crowned the undertaking, and, we are told, "he gave tone to an educational movement of a unique and elevated order, in which taste and criticism found a higher development than had been hitherto attained in female education."

Dr. G. W. F. Price, also a gentleman of culture and high literary attainments, succeeded Dr. Lipscomb in 1859, and creditably maintained the high character of the school. The trustees having sold the property to Rev. Jesse Wood, Dr. Price retired, and Mr. Wood assumed the direction of the college.

In 1863 Mr. Wood sold the property to Dr. C. D. Elliott, who assumed the presidency and continued the management of the school until the spring of 1865, when Dr. Price, who had continued as a leading professor under Mr. Wood and Dr. Elliott, was again placed at the head of the college and continued to manage its affairs until 1872, when he retired from the position.

In 1872 the Alabama Conference became the owner of the property in fee-simple, and at once took the direction of the affairs of the college. By an act of the Legislature, they had the corporate name changed to the Alabama Conference Female College, and appointed a board of managers to supervise its administration. This board elects the president, to whom is committed the employment of the teachers and the general management of the college. It placed Rev. H. D. Moore, D. D., in charge of the institution, who continued to serve as president until 1875, when he was recalled to the ministry of his church.

Rev. E. L. Lovelace, D. D., then the preacher in charge of the Tuskegee station, filled the vacancy for the remainder of the school year. In June, 1876, John Massey, LL. D., was elected president for a term of five years. In 1881, and again in 1886, this distinguished gentleman and scholar was re-elected to succeed himself. Under his wise and enlightened direction this always excellent institution has gone on "prospering and to prosper." The fame thereof has so spread abroad that efforts have been made to secure the services of the president for other institutions of high character and influence; but the board of managers of the Alabama Conference Female College are too sagacious and too highly appreciate the value of his services to permit so accomplished an educator to leave their college so long as he can be properly retained.

Among the distinguished men who have been members of the Faculty of this college, at different times, may be mentioned: Rev. M. S. Andrews, D. D., Rev. J. W. Kush, D. D., and Profs. E. R. Dickson, John Darby, W. H. C. Price, and John A. Jones. Miss Julia A. Spear and Mrs. E. H. Stuart have been prominent members of the Faculty.

The ceaseless purpose of this college for a third of a century has been, we are told, "that our daughters may be as corner-stones, polished after the similitude of a palace and prepared to take their places in the temple of Southern civilization." How well it has answered this purpose may be seen in hundreds of Christian homes, from South Carolina to Texas; homes blessed and beautified by women who have received the inspiration of a new life from the plastic influences which it has organized.

COURSES OF STUDY.

There are two collegiate courses of study, termed the English and the classical; each has four classes, requiring four years of study. The first-year, or Freshman, classes are similar in both courses, the difference being the study of the Latin grammar and reader and selections from Cornelius Nepos in addition in the classical course. They agree also in the Sophomore classes, except that selections from Cæsar and Cicero are added to the studies in the classical course. In the Junior classes "exercise in criticism" is added to the English course, and selections from Livy and French or German are added to the classical course. The Senior classes in the classical course have, in addition, Latin prose composition and selections from Horace, and French, Greek, or German, which are omitted from the English course. The English course leads to the degree of mistress of English literature (M. E. L.), the classical to the degree of A. B.

The president, in referring to these courses, truly remarks that while a more imposing list of studies could be published, those mentioned are all that can be thoroughly mastered in the prescribed time. He also says that "every competent teacher knows that a few studies, thoroughly mastered, give more real education and strength for life's work than many subjects superficially touched."

Candidates for the degree of A. M. take an additional course of one year and are called the "Excelsior Class." The studies pursued by this class are analytical geometry and conic sections, elements of criticism, Terence and Ovid, History of Rome, original translations in Latin, Greek (Xenophon and Homer), or German if preferred, Olmstead's College Philosophy, History of English Literature (Taine), Study of Words (Trench), Lectures on Ancient and Modern Greece, and select studies from Addison, Irving, Scott, Macaulay, and Carlyle, with special reference to their types of mind and characteristics of style.

There are also a school of music (instrumental), a school of vocal culture, and a school of art, each having three courses. The degrees for

a successful completion of the studies in these courses are "musica magistra" and "graduate in art."

LITERARY SOCIETIES.

There are three literary societies in the college, which were organized several years ago "to meet the peculiar demands of boarding-school life." Their objects are stated to be "to stimulate aspiration for voluntary mental culture; to promote a taste for good reading; to correct slovenly habits in the use of language; and to foster chaste and elegant forms of expression." The rooms of these societies are handsomely fitted up, have good libraries, and the young ladies take much pride in adorning and keeping them in good order. There are also two missionary societies organized in the school, one among the young ladies, and one among the younger girls.

The alumnæ of the college reach the number of three hundred and sixty-two.

The number of pupils in all the classes in 1887-88 was one hundred and fifty six. There are now (1889) one hundred and eighty students in attendance.

The Alabama Conference Female College is located in one of the most delightful interior villages in Alabama; it is conveniently apart from the highway of travel, is quiet and orderly, and the society is intelligent, cultivated, and refined, and very hospitable. The college may be congratulated on its admirable environment, and the citizens of Tuskegee upon the excellent institution which adds so greatly to the happiness and prosperity of the community.

PART III.

PRIVATE ACADEMIES AND SEMINARIES.

GREENE SPRINGS SCHOOL.
MARION MILITARY INSTITUTE.
ALABAMA FEMALE INSTITUTE.

PRIVATE ACADEMIES AND SEMINARIES.

CHAPTER I.

Flourishing Condition Prior to the Civil War—Villages Formed for School Purposes—Depression Succeeding the War—Some Notable Schools—Resuscitation and Renewed Prosperity.

Before the Civil War, when the citizens of the State were generally in comfortable circumstances, much attention was given to the education of their children, particularly of their daughters; and, in consequence, excellent private schools and academies flourished in one or more localities, selected on account of their salubrity, in nearly every county of the State.

It was common for planters, cultivating large tracts of canebrake and bottom lands, which were not considered healthful for residence for white people, to gather, from miles around, on some elevated, well-watered, sandy location, build comfortable dwellings, organize churches, schools, and academies, and surround themselves with the comforts and pleasures of refined and cultivated society. These educational centres, so to speak, were renowned for intelligence, good order, and a generous hospitality. The leisure and comparative wealth of the inhabitants gave opportunity for social and intellectual pleasures, and the teacher and the schools were always chief objects of local pride and consideration. The fame of some of these schools spread far beyond the immediate vicinage, and attracted thither numbers of families from less favored localities to share in the high social and educational privileges these centres afforded. Thus the school was, at the same time, the giver and partaker of benefit; for every additional family in the village became a warm supporter of the school and, in general, a desirable addition to the local society.

In the larger towns were academies and seminaries, affording larger facilities for instruction and having a more general patronage. Some of these schools, by reason of the superior attainments, high character, and rare skill, as educators, of their conductors, made their impress upon the State, and exerted an influence for good which, though some of them ceased to exist years ago, is still felt and will not soon become inoperative. The Greene Springs School and the Alabama Female In-

stitute, at Tuscaloosa, both now discontinued, were notable examples of this class in the past, and the Marion Military Institute and the Tuscaloosa Female College promise a like renown in the future educational history of Alabama. In the succeeding pages will be found a full account of the Greene Springs School, also of the Marion Military Institute, and a brief sketch of the Alabama Female Institute, the latter furnished by a lady of high attainments, a teacher of rare devotion and breadth of view, who drew her inspiration from the living fountain of knowledge at this seminary, in which she was first a pupil, then a teacher, and who is illustrating in her own school the excellence of the training she received at her *alma mater*.

The changes wrought by the War made sad havoc with these pleasant villages and the schools of which they were the centres. The foundation of the planters' wealth was gone, and those who survived the War were necessarily too much employed in discussing the problem of material existence to think much of the intellectual requirements or even of the elementary instruction of their children. So a period of great depression in both private and public education succeeded the intellectual activity which characterized the people of the State prior to the War.

But this condition of inertia could not last; with the rehabilitation of Alabama came new hopes, new aspirations, and a development of new energies to her people. With the renewed zeal and activity born of these hopes and aspirations, a great change for the better was soon observable, and not the least beneficial of the results was the reawakened sentiment in favor of both popular and the higher education. The public school system is now on a firm foundation, and will continue to grow and prosper. The higher institutions of learning have broadened their systems, increased their facilities, and are reaping a liberal reward in increased public confidence and number of students.

The "denominational schools" are also flourishing, and private academies and seminaries are reappearing in different portions of the State, and are doing active and important educational work. Among the latter may be mentioned the Noble Institute for Boys and the Noble Institute for Girls, at the growing city of Anniston; the male and female academies at Athens; the High School at Calera; the Female College at Camden; the High School at Columbiana; the Marengo Institute at Demopolis; the Dallas Academy at Selma; the Union Female College at Eufaula; the Opelika Seminary; the Pleasant Hill Academy; the Young Ladies' Seminary, by Miss Mary Bagby of Mobile; and the Home and Day School, Mobile.

The Home and Day School has some features which are original and unique, and deserves more than a passing mention; it is now in its seventh scholastic year, and maintains the high character it earned in the first years of its existence. It is the conception of Mrs. H. F. Wilson, who organized the school, not from pecuniary considerations or with any view to pecuniary profit, but from a peculiar fondness for

teaching, and with a strong feeling that the ordinary methods of the schools were not the best for imparting instruction and securing practical scholarship. In her system, lectures on practical subjects by proficient scholars supplement the text-books; the facts of the day, as recorded in the journals, form part of the day's exercises, and the curriculum is appropriate and extensive. "The Home and Day School," says Chancellor Vincent, "embodies the principles of Chautauqua."¹

CHAPTER II.

GREENE SPRINGS SCHOOL.

Organized in 1847—Its Fortunate Location—General Plan and Purpose of the School—Its High Character and Unparalleled Success—The "Rugby" of the South—Great Personal Influence of its Founder, Dr. Tutwiler—His Able Corps of Assistants—His Method of Instruction—Temporary Suspension of the School in 1877—Resumed in 1879—Buildings Wrecked by a Tornado—Death of Professor Tutwiler in 1884—Biographical Sketch of this Distinguished Educator.

In 1847 Prof. Henry Tutwiler, then comparatively a young man, although he had already had fifteen years of experience as professor in the University of Alabama and other institutions for higher education, purchased the well-known Greene Springs property, and in the fall of that year he opened his famous classical, scientific, and practical High School for Boys. The location which he had selected was a fortunate one. In the early history of Alabama, Greene Springs was a popular health resort, and the fame of its chalybeate waters was not confined to the limits of the State. It is located in what is known as the hill country of Hale (then Greene) County, near the village of Havana, and about six miles from Stewart's Station on the Alabama Great Southern Railroad. The fact that there was no city nor town in easy reach of the Springs was a strong recommendation of the school to those parents and guardians who wished their sons and wards removed as far as possible from dangerous environments. Professor Tutwiler appreciated the advantage of controlling absolutely his immediate surroundings, and from time to time he added by purchase to the original Greene Springs property until at last he owned twelve or fifteen hundred acres in a solid body. Before opening his school, Professor Tutwiler refitted the hotel and cottages which had been erected at the Springs, and adapted them as well as possible to school purposes.

¹ Since the above was put in type Mrs. Wilson has been "called hence," literally a Martyr to her educational zeal, and the school she labored to establish dies with her.

The general plan and purposes of the Greene Springs School can be best illustrated probably by the following extracts from the announcements found in the catalogue of the year ending June 29, 1876, published after twenty-nine years of almost unparalleled success:

“‘To prepare young men for the business of life, or for the higher classes in our colleges and universities,’ was the object proposed at the foundation of the school, and this object has been, and will continue to be, kept steadily in view. There is no division of the whole body of students into classes, but each individual is placed in such classes, in his various studies, as he may be prepared to join with benefit to himself. A prominent place is given to the studies of ancient languages and mathematics as those best calculated to promote sound and thorough intellectual training. * * * At the same time, we have long been impressed with the conviction that our ordinary system of education is defective in not calling the attention of the young, at a sufficiently early age, to an observation of the phenomena around us; thus blunting, instead of stimulating, that curiosity which is a part of our nature. It has been our constant aim, therefore, to interest our students in those sciences which have revolutionized the whole domain of industry, and diffused the comforts and luxuries of life among the great mass of mankind. For this purpose, we have provided apparatus sufficient for illustrating the various branches of natural philosophy and chemistry, and additions are made, from time to time, to enable us to keep pace with the progress of these sciences. Besides having regular classes in these studies, lectures, accompanied by experiments, are delivered frequently to all the students. * * * Ancient geography and history are taught in connection with ancient languages. The mathematical course embraces not only the theory of the branches usually taught, but also the practical applications of trigonometry to heights and distances, field surveys, levelling, navigation, etc., and suitable instruments are provided for this purpose. Instruction is given in modern languages by competent teachers. English compositions are required weekly from all the students, and a portion of Saturday is devoted to this purpose. * * * A library of several thousand well-selected volumes is open, free of charge, to all the students, many of whom are thus induced to employ, in a profitable manner, those spare moments which would otherwise be wasted. Additions of new and valuable books are made several times a year, and all books that have a tendency to corrupt the taste are carefully excluded. There are also libraries belonging to the literary societies of the school to which the members of the societies have free access. * * * The school has been supplied with a fine telescope of high magnifying powers, the gift of an esteemed and generous friend, Joel E. Mathews, Esq., of Selma.”

The success of the Greene Springs School, from its beginning, was phenomenal. The number of students that could be received being limited, parents and guardians found it necessary, in many instances, to

file applications for the admittance of their sons and wards a year in advance. A variety of influences contributed to the marked success of this "Rugby" of the South—"undoubtedly superior in some respects," says a learned educator who was once a student at Greene Springs, "to the English Rugby of Dr. Arnold;" but it was chiefly the personality of its founder, his great learning, his high character, his perfect common sense, that made this success possible. Dr. Tutwiler's methods of discipline and modes of instruction were based upon his personal views as to the best mental, moral, and physical training for the young men and boys placed under his care. He ruled by moral suasion and personal influence alone. No rod, no form of corporal punishment was ever used. So soon as he found a student incurably bad and obstinate, he quietly and kindly sent him home, or advised his parents, when the term expired, not to send him back. His large patronage enabled him to do this independently. He could readily fill any number of vacancies. His long experience proved that the methods indicated suffice for the best of discipline in such a school.

Dr. Tutwiler from time to time associated with him as teachers men who have since become widely known in the educational history of the South—such men as Dr. Carlos G. Smith, afterwards president of the University of Alabama; Maj. James W. A. Wright, president of the Alabama Normal College for Girls; and Prof. Alouzo Hill, president of the Tuscaloosa Female College; but in the instruction as well as in the administration of the affairs of the school his own personality was everywhere impressed. Among his other assistants were the lamented General John Gregg, of Texas; Patrick Jack, Burette O. Holman, Walter E. Winn, Henry F. Meek, Daniel James, A. C. Woodall, Pascal A. Tutwiler, and Frank W. Jackson. In the later years of the school, the well-known Miss Julia S. Tutwiler and other daughters of Professor Tutwiler assisted him in the instruction of special classes in ancient and modern languages.

The home life of the students at Greene Springs left lasting impressions upon their memories. Owing to the distance from churches Professor Tutwiler undertook more of the religious instruction of his students than he probably otherwise would have done, and it was his custom to meet the whole body of students three times on every Sunday—before breakfast, at noon, and after tea. He managed to make the instruction on these occasions of such a nature as not to be in the least irksome. On the other hand, even the most obdurate student looked forward with positive pleasure to the short moral lecture, or extract from some interesting sermon, or other exercises with which he was accustomed to vary these meetings. At the meeting after tea, it was his custom to call the roll, and every student was expected, though not required, to respond by reciting some line, stanza, or short poem conveying a moral or religious idea or sentiment, or, if he preferred, a quotation from the Bible. Speaking of these Sunday meetings, one of

his former students says of Professor Tutwiler: "It seems to me impossible to convey in any words to one who never knew him, a conception of that sweet, benign, tender, sunshiny presence." It was this presence that made every scholastic task a pleasure to his students. "He could invest even the most abstract problems of mathematics with the interest of a novel," says a prominent public man who in boyhood enjoyed his instruction. He endeavored to enlist, as far as possible, the interest of his students in current literary, scientific, and political thought; and with this end in view it was his custom after the morning chapel exercises to read, and briefly comment upon, some extract from a newspaper or some magazine article upon whatever subject was at the moment uppermost in the world's mind. In this way he excited and fostered a taste for reading in all classes of students.

The Greene Springs School was continued, without intermission, under the same principal, from its establishment, in 1847, until June, 1877, when the exercises were suspended in order to give Professor Tutwiler a rest which thirty years' continuous labor in the school-room had rendered necessary. The exercises were resumed in October, 1879, and were continued until the death of Professor Tutwiler, in 1884. In April, 1878—during the two years' suspension just noted—a fearful tornado swept over Greene Springs, blowing away a number of cottages that had been occupied by students, together with the chapel, library, etc., and seriously damaging the main building occupied by Professor Tutwiler's family. His extensive chemical and physical apparatus was to a large extent broken up or otherwise injured, and his books were badly damaged by exposure to the torrents of rain that followed the storm. Notwithstanding the great destruction of property, there was no loss of life or serious injury to any person—an escape that could not have been so fortunate if the school had been in session at the time.

It is interesting to note that the Greene Springs School was a financial as well as an educational success. Added to his great learning, Professor Tutwiler was a man of most excellent judgment in the practical affairs of life, and before the outbreak of the War between the States, he had accumulated quite a handsome fortune as a result of his individual labor and judicious investments. However, as in the case of most people of the South, the fortunes of war swept away a great portion of his property; but in spite of this fact, he saved enough from the wreck to have lived in comparative comfort and rest in his old age had he not preferred to "die in the harness." Probably in no other year of his life did he do more or better work than in the last.

BIOGRAPHICAL SKETCH OF PROF. HENRY TUTWILER, LL.D.

Henry Tutwiler was born at Harrisonburg, Va., on the 16th day of November, 1807. He was one of the first students enrolled at the University of Virginia, where he took the degree of master of arts in July, 1835. He was a student there with R. M. T. Hunter, of Virginia; Rob-

ert Toombs, of Georgia; Edgar Allan Poe, the poet; Alex. H. H. Stuart, of Virginia; Joel Early Mathews, of Alabama; Gessner Harrison, afterwards a distinguished professor in his *alma mater*; and with a number of others whose names are noted in our country's annals. The intimate friendship formed with Mr. Hunter in his younger days continued throughout his life, and for fifty years the great statesman and the quiet teacher continued by correspondence the interchange of ideas and feelings that began in their student life. It was Professor Tutwiler's inestimable privilege, while a young man at the University, to enjoy the friendship of Mr. Jefferson, and he was frequently a guest of this great American at Monticello. Among the professors whose instruction Professor Tutwiler enjoyed while a student at the University was the great English scholar, philosopher, and educator, George Long, who was recalled to England to accept a professorship in the University of London. The life-long friendship that existed between preceptor and student is evidenced by a number of letters from Mr. Long, covering a period of nearly fifty years, found among Professor Tutwiler's papers after his death.

On the organization of the University of Alabama, in 1831, Professor Tutwiler was called to the chair of ancient languages, and removed to that State. During his connection with that institution a number of the most distinguished men on its roll of alumni were graduated—such men as A. B. Meek, George D. Shortridge, Jere Clemens, Clement C. Clay, William R. Smith, M. A. Baldwin, Gov. O. M. Roberts, James D. Webb, and many others whose names are prominent in the history of the State. Judge William R. Smith, in writing of the early days of the University of Alabama, when he was a student there, says: "Professor Tutwiler was altogether the most noted and marked of the first corps of professors. He was then a delicate stripling of a youth, in appearance as timid and modest as a woman, so gentle in his demeanor and so graceful and apt in his mode of imparting instruction that every student fell absolutely in love with him. It may be asserted as a fact that the feeling entertained for him by the earlier students of the University amounted to real affection, which suffered no diminution with the lapse of time. * * * The wonder with us all was that so young a person should be honored as a professor in an institution that was then assuming such grand dimensions. It is not too much to say of Professor Tutwiler that he was a whole faculty within himself, even at that early period of his life, and that he was as much at home in the chemical laboratory as he was in his own room with the classics. He was familiar with all the sciences, and was always at work. He was handy with the telescope, and he knew the heavens."

Professor Tutwiler resigned his chair in the University of Alabama in 1837, and he subsequently filled professorships in Marion and La Grange Colleges. Bishop Robert Paine, of the Methodist Episcopal Church, was the president of La Grange College during Professor Tut-

wiler's connection with that institution, and an intimate friendship was there formed between these two great educators. The Rev. R. H. Rivers, D. D., in his *Life of Bishop Paine*, says of Dr. Tutwiler at that period: "He was a profound and rich linguist, a thorough mathematician, and a superior chemist. He was learned without pedantry, pious without bigotry, a gentleman without a blemish, a character without a flaw."

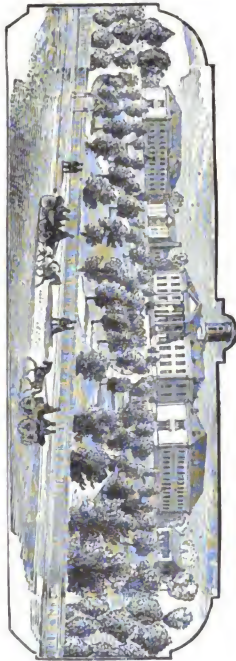
After seven years of service at La Grange, Professor Tutwiler resigned, and in the fall of 1847 founded the Greene Springs High School for Boys. His labor there—an account of which is given elsewhere—lasted thirty-seven years, and was his final and crowning life work.

Professor Tutwiler was twice tendered the presidency of the University of Alabama, but each time declined the honor, preferring to remain at the head of the institution which he himself had established. He received the degree of doctor of laws and other academic honors from various colleges and universities. In 1853 he was appointed by President Pierce a member of the Board of Visitors of the United States Military Academy at West Point. In 1882 he delivered the annual oration before the Society of Alumni of the University of Virginia, in which he gave some interesting and valuable reminiscences of the early days of that institution, and of its great founder, Thomas Jefferson.

Professor Tutwiler's profound knowledge of the stars was clearly evinced when, on the evening of May 12, 1866, he became one of the first discoverers—if not, indeed, the very first—of the "new star," as it is popularly called, that suddenly blazed out at that date in the constellation of the Northern Crown, and which is now technically known as *T Corona Borealis*. This interesting discovery by Professor Tutwiler was at once communicated to Prof. Joseph Henry, of the Smithsonian Institution, Prof. Stephen Alexander, of Princeton, and other Northern scientists, and it soon became known that this "new star" had been seen the same night by an observer in a Northern State, and by two in Europe. It was then a mere question of a few hours whether it was first seen by Professor Tutwiler or by one of its three other discoverers. Though to Professor Tutwiler, and through him to the State of Alabama, belongs the credit of being one of the first discoverers of this great phenomenon of the heavens, he never received in the permanent records proper recognition for the discovery.

In 1835 Professor Tutwiler was married to Miss Julia Ashe, daughter of Mr. Paoli Ashe, of the well-known North Carolina family of that name. She died about two years before her husband. Eleven children survived them. Professor Tutwiler died September 22, 1881.

Broad and accurate as Professor Tutwiler's scholarly attainments were admitted to be, it was his character more than his learning that made him a great man. He was the impersonation of kindness and gentleness, inflexibly just in all his dealings, the soul of honor in everything. He lived in an atmosphere above the petty strifes and jealous-



MARION MILITARY INSTITUTE

ies of this life; and the privilege of lending a helping hand even to the humblest of his fellow men was to him above any honor that ambition could win. A writer in the Montgomery Advertiser, in paying a tribute to his former preceptor, just after Professor Tutwiler's death, said: "The fulness of manhood is not attained except by the development of both mind and soul. For such a development among his pupils did Dr. Tutwiler most zealously labor for over half a century—a learned scholar, a noble Christian character. He taught young men and their children's children. To-day the characters of the former students of Greene Springs bear the impress of that grand old man. It will live as long as they live. I exult in the remembrance of his teaching. Would that the South had more such men! They live when they are dead."

CHAPTER III.

MARION MILITARY INSTITUTE.

Origin and Purpose of the Institute—Board of Trustees and Faculty—Distinctive Features in the Course of Instruction—High Character of the Principal.

This new academy, founded in 1887, after the removal of Howard College from Marion, Ala., by Col. J. T. Murfee, LL. D., late president, who declined to leave Marion with that college, is now enjoying a high degree of prosperity. The Marion Standard of August, 1887, thus describes the origin and purpose of the academy:

"Col. J. T. Murfee, president of Howard College, has decided not to go with the college to Birmingham, but will remain in Marion. The Howard College buildings here have been turned over to him for educational purposes, and he will employ an able Faculty and open on the 4th of October a school of high order, to be known as the Marion Military Institute. The same distinctive features of mental and moral training introduced by him and employed in Howard College for sixteen years, will be continued. His name at the head is a guarantee that the work will be thorough and practical. This Marion Military Institute will be an academy like those so celebrated in Virginia and other older States, and for which there is now a rising demand in Alabama. They differ from the mixed high schools throughout the country. They employ instructors of the same grade as those of the best colleges. They have male pupils only, and have a large teaching force in proportion to number of pupils. They have a full college course of studies as far as through the Junior class. Their great advantages are that they give special assistance to each student, train him in the best methods of study, encourage and stimulate him in his work, and give

special culture in morals and manners by having pupils board with the principal. Besides preparing young men for higher classes of colleges and universities, these academies also pay special attention to preparation for business. They look not so much to giving diplomas as to discovering every deficiency a pupil has, supplying all that is needful, and making out of him the strongest possible man—physically, morally, and intellectually—thoroughly prepared for social and business life.”

This institution has recently been incorporated by act of the General Assembly of Alabama, under charge of a board of trustees, of whom Dr. W. W. Wilkinson is president, and J. B. Lovelace secretary and treasurer.

It appears, by the first annual catalogue, that seventy-nine students were in attendance the first year, and the increase in numbers has been so great the current year as to establish the success of the institute. The buildings and grounds are handsome and commodious and well fitted for academic purposes. The main edifice is two stories high, seventy-eight by one hundred and thirty-two feet, and contains a large chapel, library, apparatus rooms, two large society halls, and public offices. On the right and left of this building are dormitories or cadet barracks, each fifty by one hundred and twenty-four feet, containing together forty-eight rooms, each room eighteen feet square. There is also a handsome Italian cottage building in the enclosure, used as the dining hall.

A distinctive feature in the course of instruction at this academy is the attention that is paid to the study of book-keeping. The method of imparting knowledge in this important branch of commercial training is “entirely different,” says the catalogue, “from that of any textbook yet published, and from that of any commercial college,” and, it is claimed, gives the pupil “complete mastery of all the forms of book-keeping known to the commercial world.” It is the device of the accomplished superintendent, Colonel Murfee, and has been successfully taught by him for several years. It is understood that a treatise embodying his method is ready for the press, and will soon be published.

Colonel Murfee is one of the most thorough, progressive, enlightened, and successful educators in the State. With heart and mind devoted to the cause and a zeal “according to knowledge,” the Marion Military Institute, over which he presides and to which he is giving the ripeness of his long experience and the fulness of his intellectual acquirements, will be an important factor in the future of education in Alabama.

CHAPTER IV.

ALABAMA FEMALE INSTITUTE.

Character of Miss Brooks, afterward Mrs. Stafford, as an Educator—Her Influence upon her Pupils—Popularity and Prosperity of the School—The War Closes the School—Some of her Distinguished Pupils.

Miss M. B. Brooks was born in New Hampshire and educated at Miss Mary Lyon's celebrated school at Mount Holyoke, Mass. She came to Tuscaloosa, Ala., to teach in the school of Rev. Mr. Williams, and was a woman of great versatility of talent and engaging manners. She married Professor Stafford, of the State University, and, on his retirement from that institution, decided to open a school to educate her own daughters and provide for the completion of her son's education in the Virginia Military Institute. Her pupils were composed largely of the children of her former pupils, her building was the same in which she had formerly taught, and her school was, in many respects, a model. There were no penalties or rewards, the pupils being instructed to find them in their work, and the veneration with which Mrs. Stafford was regarded made it possible for her to accomplish her purposes in every instance, and awoke in her pupils an unquenchable thirst for learning, which was the certain road to high mental and moral development.

The school reached the zenith of its excellence and prosperity about 1858-60. It enjoyed the rare advantage of having as lecturers a galaxy of distinguished professors from the University of Alabama, among whom were Professor Tuomey, State geologist; Dr. J. W. Mallet, F. R. S., of London, now of the University of Virginia; Dr. Pratt, professor of belles-lettres, who lectured upon rhetoric, English literature, and evidences of Christianity; and Rev. Dr. White, professor of moral philosophy. The school was suspended early in the beginning of the War, as several of the teachers were from the North, and preferred to return home. After the War closed, Mrs. Stafford taught in a school in Greensborough for a year or two, but never presided over one again. She is now residing with her married daughter (the wife of a clergyman) in one of the Western States.

Some of Mrs. Stafford's pupils have held distinguished positions. Among these may be mentioned the wife of Hon. H. A. Herbert, M. C., and Mrs. David Clopton, formerly Mrs. Clement C. Clay, whose brilliant and cultured intellect and amiable disposition have made her name a household word in Washington society, and in Richmond during the War, and throughout Alabama. Many of them have illustrated, in their subsequent careers, a favorite motto of the institution, "that our daughters may be as corner-stones, polished after the similitude of a palace."

PART IV.

PUBLIC AND NORMAL SCHOOLS.

EDUCATIONAL LAND GRANTS.
PUBLIC SCHOOL SYSTEM OF MOBILE.
PUBLIC SCHOOL SYSTEM OF ALABAMA.
NORMAL SCHOOLS.
CITY AND TOWN SCHOOLS.

PUBLIC AND NORMAL SCHOOLS.

CHAPTER I.

EDUCATIONAL LAND GRANTS.

Origin of the Grant of the Sixteenth Section for Common Schools—Virginia Cedes her North-West Territory—Ordinance of 1787—Five Million Acres Sold to the Ohio Company—Two Townships for a University Granted to John Cleves Symmes—Georgia Cedes her North-West Territory to the United States.

As the grant of the "sixteenth section," or an equivalent in other sections of the public lands, if the sixteenth section or any part thereof should have been taken up, in each township in aid of common schools, lies at the foundation of the public school system in this and other States, it will be interesting and profitable to investigate the origin and history of said grant, and incidentally of the grant of two townships in each State in which there were public lands for the endowment of a seminary of learning.

The State of Virginia, by act of her Legislature, ceded in 1783 to the United States all her right, title, and claim to the territory north-west of the Ohio River. New York had already, in 1781, released all her claims to this western territory. By subsequent cessions from Massachusetts in 1785 and Connecticut in 1786, all claims of the original States to the vacant territory north-west of the Ohio River were silenced.¹

The "old Congress," by an ordinance for ascertaining the mode of disposing of the lands in the north-western territory, passed May 20, 1785, provided that *the lot numbered sixteen in every township* should "be reserved for the maintenance of public schools within the said township."² This is beyond doubt the origin of the sixteenth-section grant in all the subsequent legislation of Congress for the admission of new States into the Union.

On the 13th of July, 1787, the famous "Ordinance of 1787" was adopted for the government of the territory north-west of the river Ohio, which forms the basis on which all subsequent legislation for the

¹ McMaster's History of the People of the United States, Vol. I, p. 150.

² Land Laws, 1838, Vol. I, p. 11.

admission of new States to the Union was founded. A part of the third article of this ordinance is noteworthy, as furnishing probably the clew to the liberality of Congress, after the adoption of the Constitution, in endowing schools and colleges from the public domain: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."¹ Fourteen days after the adoption of this ordinance, to wit, on the 27th of July, 1787, another ordinance was adopted disposing of five millions of acres of land in the North-West Territory to Rufus Putnam, Manasseh Cutler, and their associates, known as the "Ohio Company."² By the terms of this sale it was stipulated that *the lot numbered sixteen* in each township should be given perpetually for the maintenance of schools in said township, and that not more than *two complete townships* should be given perpetually *for the purpose of a university*, to be applied to the intended object by the Legislature of a new State.³

One year after this (in 1788) a contract was closed with John Cleves Symmes and his associates, for the sale of two millions of acres in the North-West Territory.⁴ By an act of Congress confirming this grant approved in 1792, it was provided that the sixteenth section in every township should be reserved for the use of schools within the township, and the President of the United States was authorized to convey to John Cleves Symmes and his associates "*in trust, for the purpose of establishing an academy* and other public schools and seminaries of learning, one complete township."⁵

By the articles of agreement and cession entered into on the 24th of April, 1802, between James Jackson, Abraham Baldwin, and John Milledge, commissioners on the part of the State of Georgia, and James Madison, Albert Gallatin, and Levi Lincoln, commissioners on the part of the United States, Georgia ceded to the United States all her right, title, and claim to her territory west of the Chattahoochie River. These articles were ratified and confirmed by the Legislature of Georgia, June 16, 1802.⁶ One of the conditions demanded by Georgia and allowed and incorporated in the articles of agreement and cession, was "that the territory thus ceded shall form a State and be admitted as such into the Union as soon as it shall contain sixty thousand free inhabitants, or at an earlier period if Congress shall think it expedient, *on the same conditions and restrictions, with the same privileges, and in the same manner* as is provided in the ordinance of Congress of the thirteenth day of July, 1787, for the government of the western territory of the United States, which ordinance shall, in all parts, extend to the ter-

¹ Charters and Constitutions, of the United States, by Ben : Perley Poore, p. 425.

² McMaster's History, Vol. I, p. 513.

³ Land Laws, Vol. I, p. 25.

⁴ McMaster's History, Vol. I, p. 516.

⁵ Land Laws, Vol. I, pp. 24, 46.

⁶ *Ibid.*, pp. 588, 591.

ritory contained in the act of cession, that article only excepted which forbids slavery." Now, in the Ordinance of 1787, there is not a word said about the reservation of the *sixteenth section for schools*—not a word about the *reservation of one or more townships for a seminary of learning*. The only part of the Ordinance of 1787 which relates to matters of education is the one which is quoted above: "Schools and the means of education shall forever be encouraged," etc. There is no stipulation by Georgia, in the articles of agreement and cession, for the setting apart of any lands for schools or colleges, nor is there any such stipulation in the act of the Legislature of Georgia ratifying the articles of cession.

The enabling act for the admission of Ohio as a State, approved April 30, 1802,¹ provided that on certain conditions the sixteenth section in every township should be granted to the inhabitants of such township for the use of schools,² and by an act supplementary to this, approved March 3, 1803, one complete township was vested in the Legislature of Ohio for the purpose of establishing an academy, in lieu of the one already granted to John Cleves Symmes and his associates for the same purpose.³

The act of Congress of March 3, 1803, regulating the disposal of the lands acquired from Georgia west of the Chattahoochie, constituting the Mississippi Territory, reserves from sale the sixteenth section in every township for school purposes, and thirty-six sections for the use of Jefferson College.⁴

By an act passed February 20, 1819, one township, in addition to the one already granted for the support of Jefferson College, was granted to the State of Mississippi for the support of a seminary of learning.⁵

In accordance with the precedent now fully established, when Indiana was admitted into the Union, in 1816, and Illinois, in 1818, *two townships* or *seventy two* sections of land were granted to each of these States for the support of a seminary of learning. Alabama was the next State admitted (in 1819) with the same grant. *The same provision for the support of higher education has since been made by the general Government for every State in which there were public lands on its admission to the Union.*

¹This was after the cession by Georgia of her western territory. Ohio was the first new State admitted to the Union.

²Charters and Constitutions, p. 1453.

³Land Laws, Vol. I, p. 88.

⁴Jefferson College was established at Ellicott's Springs, near the town of Washington, in the region now embraced by Adams County, Miss. Jefferson College has long since disappeared.

⁵Land Laws, Vol. I, p. 308. The same reservation of the sixteenth section for the use of schools was made in all subsequent legislation for the disposal of the public lands down to the year 1848. Since the year 1848 two sections in every township, namely, the sixteenth and thirty-sixth sections, have been regularly set apart for the support of schools in every State in which there were public lands on its admission to the Union.

CHAPTER II.

THE PUBLIC SCHOOL SYSTEM OF MOBILE.

Earliest Attempts at Public Education—Organization of Board of School Commissioners—Parochial Schools—Public School System Established in 1852—Its Growth and Popularity.

The first attempt at public education in Alabama was made in Mobile in the year 1826, but only partial and unsatisfactory efforts in that direction are recorded until 1852, a quarter of a century thereafter. The Legislature, by act approved January 10, 1826, created a "board of school commissioners" for Mobile County, to whom were given "full power and authority to establish and regulate schools, and to devise, put in force, and execute such plans and devices for the increase of knowledge, educating youth, and promoting the cause of learning in said county, as to them may appear expedient." The commissioners named in this act were Austin Lewis, Silas Dinsmore, Moses Murphy, Henry Stickney, Joseph U. Mure, Samuel Acre, David Rust, Benjamin J. Randall, William Hale, Solomon Mordecai, Ezekiel Webb, Lewis Judson, John F. Everett, Hugh H. Ralston, Peter D. Hobart, William King, Elijah Montgomery, Samuel Newton, James Johnson, Lud. W. Harris, Abner T. Lipscomb, and Henry Hitchcock. These commissioners were to continue in office five years, at which time, and at every successive period of five years, new commissioners were to be elected by the people; vacancies occurring between these periods were to be filled by the board. An amendatory act, approved January 29, 1829, enlarged the sources of revenue and required certain county officers to make report to the commissioners.

In 1836 an act was adopted reducing the number of commissioners to thirteen, to be chosen at the general election in August, 1837. This act authorized the commissioners to raise by lottery any sum, not exceeding fifty thousand dollars, to complete the building known as Barton Academy, then in process of erection. The act also provided for a special school tax in addition to the other revenues of the board, and for the first time the commissioners were required to make provision for maintaining schools in the county beyond the limits of the city.

By an act approved February 3, 1840, another modification was made, reducing the number of commissioners to eight, allowing one for each ward in the city and each beat in the county, and allowing the purchase of sites for school-houses and the erecting buildings thereon as the school fund would justify.

By act approved February 15, 1843, the number of commissioners was again increased to fifteen, the members to be divided into five equal

classes, one-fifth going out each year, and their successors elected for a term of five years. But, inasmuch as the board were invested with power, not only to fill vacancies, but to elect successors to the outgoing members, it became practically a close corporation—a self-perpetuating body. This act required that the school fund of the county should first be “applied towards the liquidation and payment of the debts of the school commissioners,” and afterwards the whole fund was to “be applied for the purpose of furnishing instruction to the children of the people in said county.”

The same act forbade the selling or encumbering of any of the school property except for the payment of debts theretofore contracted.

The next act of the Legislature, approved February 9, 1852, was one far-reaching in its effects, and much more potent in its influence than its framers had designed, desired, or expected. It became the foundation upon which the first system of public schools in Alabama was erected. The commissioners then in authority desired permission to sell Barton Academy, capitalize the purchase money, and add the interest accruing therefrom to the amount theretofore distributed among the schools patronized by the board. Section 2 of this act permitted the sale of this valuable property, provided a majority of the citizens of the county should, at an election to be held in August thereafter, vote in favor of said sale. Section 3 prohibited, for the first time, the employment of teachers not possessing certificates of qualification, to be given by authority of the board. Section 4 provided that the board thereafter should consist of twelve members, one-fourth of whom should reside at least seven miles from the city; that at the next election eight members should be elected, and that the eight so elected should elect four additional members from the old board, who should hold their offices two years, and that every second year the terms of four members should expire, and a new election be held by the people for their successors.

The important question, the proposed sale of Barton Academy, became a topic of supreme interest to the people of Mobile, and, in its discussion and consideration, stirred the popular mind as no other local subject had affected it for many years. Parties were formed, and the discussions were warm, earnest, and aggressive. The press took an active part, public meetings were held, and, as the election drew nigh, it became the absorbing topic everywhere in the city.

The advocates of the sale of the academy were in favor of continuing the system theretofore in practice. That system, if system it could properly be called, kept up no schools of its own, but the fund was distributed among different parochial schools, according to their respective numbers or as the commissioners considered the equitable share of each. The distribution fund to each school was too small to pay any large proportion of its expenses, and hence the commissioners neither had nor attempted to exercise any control over teachers or schools.

The appropriations by this board for the year 1851-52 were as follows :

Methodist parish school	\$1,200
Bethel schools	1,300
Catholic schools.....	1,200
Trinity schools.....	500
To various schools in the county.....	1,350
	5,550
Total appropriations.....	5,550

The rental of Barton Academy (which had never been used for public schools, but was let, a part of it for private schools, a part for society or lodge rooms, and the remainder divided into small apartments for living and lodging rooms to various individuals) had never exceeded one thousand dollars a year, and from the character of its tenants was frequently in need of repairs. The advocates of its sale estimated that the property would sell for forty thousand dollars, and that this amount could be invested so as to bring a larger income than was received from rents, and thus enable the commissioners to increase their annual appropriation for parochial schools.

The committee of the board of commissioners, who recommended the appropriation stated above, made at the same time an elaborate report upon the subject of an independent system, expressing a laudable desire to extend the benefits thereof to the county, particularly (says the report) "as the prices of tuition in private schools have always been so high that it required more than the ordinary income of the laboring man to keep one child at a good school, much less could he educate several." "Hence," continues the report, "almost one-half of the children in this favored land and wealthy community are growing up without a knowledge of the simple rudiments of learning."

This was all lamentably true, but the true method of remedying the evil did not seem to occur to these earnest and well-meaning commissioners. But there was developed a new and progressive spirit in Mobile, which favored a "new departure" in educational methods, believed in public schools, and that the time had come when a strong effort in that direction should be made. This element of progress opposed the sale of Barton Academy, and contended, on the contrary, that it should be devoted to the uses for which it was erected.¹

¹This handsome structure, now one of the finest buildings in the city, was erected mainly through the efforts of Henry Hitchcock, one of the most enterprising, liberal, and public-spirited citizens Mobile ever had—whose name and works "still live in the hearts of the people." It, with the surrounding grounds and two new school buildings, occupies one entire square, with a frontage on Government Street of two hundred and thirty-nine feet, and a depth, to Conti Street, of three hundred and twenty-nine feet. This eligible and valuable square was deeded to the Mobile school commissioners May 25, 1830, by Mr. Thomas H. Lane for the nominal sum of two thousand seven hundred and fifty dollars, much below its actual value. The building was called Barton Academy in honor of Mr. Willoughby Barton, one of the early citizens of, and at one time an extensive landholder in, Mobile. Why this honor



CROSSING AT THE FINEST POINT.

BARTON ACADEMY, MOBILE.

The system of schools now in successful operation was outlined in the Mobile Daily Advertiser, which took a zealous and leading part against the sale of the academy and in favor of occupying it as the nucleus of a system of public schools, during the discussions of this exciting canvass.

A public meeting, largely attended and without distinction of party, was held at the court-house on the 31st of July, 1852, at which resolutions against the sale of the building were unanimously adopted, and a "no sale" ticket was recommended to the suffrages of the people.

The election was held on August 2, 1852, with the following result:

For sale.....	244
No sale.....	2,255
Majority against sale.....	1,981

The following gentlemen were elected commissioners on the "no sale" ticket by an average majority of nearly two thousand votes out of less than twenty-five hundred votes cast: T. Sanford, W. H. Redwood, W. G. Clark, C. Le Baron, J. M. Withers, R. L. Watkins, C. A. Bradford, and Sidney E. Collins. These gentlemen met soon after the election and, as provided by law, chose four members of the former board to complete their organization. The gentlemen selected were Messrs. D. C. Sampson, Jacob Magee, G. Horton, and M. R. Evans.¹ Regarding the almost unanimous vote by which they were elected in the light of instructions to use Barton Academy for public school purposes, the new board at once provided for such alterations and repairs as were necessary, and, at the very first meeting of the board after organization, a committee was appointed to consider and report upon the best plan for organizing public schools in the city. That committee reported at a meeting held September 16, 1852, and, after careful consideration on that and the following day, their report was adopted and formed the nucleus of the existing system.

The funds at the command of the board at this time were very meagre. The entire revenue for the preceding year was, in round numbers, only six thousand dollars, and as that sum included one thousand dollars received from rent of the academy, which was no longer to be rented, the estimate for the year was only five thousand dollars,—a small sum on which to found a system of public schools. But even this amount could not be calculated upon. Unpaid appropriations amounting to over two thousand dollars had to be provided for, while the sum of five

was conferred on Mr Barton is not now apparent, but presumably for some interest manifested by him in the cause of education, or from some substantial aid given by him in the purchase of the site or in the erection of the edifice. The building was erected in the years 1833 and 1836. About six thousand dollars were due thereon when the commissioners elected in 1852 assumed control.

¹Of this board of commissioners only three are now living, General J. M. Withers, G. Horton, and W. G. Clark.

dollars was all that was turned over from the treasurer of the old to the treasurer of the new board.¹

The first organized public schools in the State of Alabama were opened in Barton Academy, Mobile, on the first Monday in November, 1852, four hundred pupils presenting themselves for admission the first day of school. At the beginning of the second quarter, February 1, 1853, the attendance was as follows: High school, one hundred and nine; grammar school, two hundred and nine; primary school, five hundred and thirty-six; total, eight hundred and fifty-four; or more than double the pupils at the opening, three months before.

In July, 1853, Mr. W. G. Clark, chairman of the school committee, to whom was at first intrusted the executive management of the schools, was authorized and requested to visit the most approved public schools in the Northern States, study their systems, and make report thereon to the commissioners. This was done. During the summer and autumn, Mr. Clark visited the schools in New York, Boston, and other Northern cities, and the committee on reorganizing the Mobile system had the benefit of the information thus obtained in perfecting the organization in Mobile. It was found that many excellent features in the systems at the North, which worked admirably in their respective localities, were not adapted to the peculiar circumstances attending the inauguration of public schools in the South, but so far as applicable the distinctive characteristics of these schools were adopted entire or in modified form. In the beginning, the system was divided into three grades, primary, grammar, and high school. Male and female schools in each grade were established; large halls running through the centre of the building on each floor rendered the separation of the sexes a matter of little difficulty. There was some debate at first about the propriety of establishing high schools at the outset, but the charges for tuition were so exorbitant in private schools of approved character, and as tuition must be collected in all the schools for a time at least, the commissioners decided to do what they could to meet the public needs, and so started high schools as above mentioned. The grades were afterwards increased in number and made more distinctive in character. As modified, they were primary, intermediate, junior grammar, senior grammar, and high school.

In August, 1853, the first judgment of the public upon the work of the school commissioners was obtained, and that voice was one of emphatic approval.

The opponents of the public school system made a zealous and persistent fight against the re-election of the outgoing members, placing a ticket representing their views in the field. The result of the election was as follows: Average votes for candidates in favor of the system,

¹ The Board of School Commissioners and the Public School System of the City and County of Mobile. Pamphlet, 1869, p. 5.

one thousand five hundred and ninety-seven; average votes for candidates opposed to the system, eight hundred and sixty-nine.

In August, 1854, the system was carefully re-examined and considerably modified and improved, as experience had disclosed defects and indicated remedies. Until that time, the work of supervision and direction of the schools had fallen upon the commissioners through appropriate committees, which involved much time and labor, without any pecuniary reward or recompense whatever. The schools had so increased in number, and the desire to extend the system, within and beyond the limits of the city, was so strong, that the commissioners decided to create the office of superintendent of schools, and give that officer appropriate duties and responsibilities. The city and county were then divided into school districts, and arrangements made for establishing schools therein as rapidly as the means of the board would permit.

The official statement of the receipts and expenditures of the commissioners, during the first two years of their administration, was as follows:

Receipts from licenses, auction duties, and taxes	\$17,658.21
Receipts from tuition charges.....	10,889.81
Receipts from donation, Samaritan Society.....	300.00
Total.....	28,848.02

DISBURSEMENTS.

Paid for country schools.....	\$2,158.61
Paid for balance appropriation old board for parochial schools	1,050.00
Paid for city branch schools.....	642.51
Paid for pay-roll of teachers.....	21,802.51
Paid for repairs, printing, salaries of officers, and incidentals.	6,775.05
	<u>32,428.68</u>
Excess of expenditures.....	3,580.66

This excess was provided for by a loan on the individual security of the members—the board, as such, having no bankable credit—to the amount of two thousand dollars, and advances by the secretary, amounting to one thousand five hundred and eighty dollars and sixty-six cents.¹

The detailed statement from which the foregoing figures are derived, shows that the receipts from tuition fees were in excess of the entire revenue from taxation, and that, but for these fees, the schools could not have been maintained. The rates charged, however, were so much lower than the charges for private schools that they did not seem at all onerous, and, as permits to attend the schools without charge were

¹ It may be remarked here that up to the days of "reconstruction," when the system was practically suspended, the members of the board of commissioners not only gave their time and services without pay, but frequently loaned their personal credit for the support of the schools, sometimes for large amounts at a time.

freely given to all pupils whose parents were unable to pay tuition for them, the means of acquiring a good education were brought, for the first time in Mobile, or Alabama, within reach of all classes in the community. And while in the beginning this liberal action started the cry of "free schools" (then meaning *pauper* schools) to the prejudice of the new system, yet the schools attained so high a character, both with regard to discipline and thoroughness of instruction, that the rich soon sought them for their children in preference to sending them to the best private schools the city afforded.

At the beginning of the third session, the number of pupils taught in the public schools had increased to one thousand and twelve. In the winter of 1854, the first attempt to organize a system of public schools for the State of Alabama was made, under the leadership of Hon. A. B. Meek, a representative to the Legislature from the county of Mobile, and chairman of the committee on education in the house of representatives. Judge Meek was familiar with the Mobile system, and was incited to his laudable efforts to provide public schools for the State by the success of that system, and the great benefits it was conferring upon the community.¹

In July, 1854, the Legislature passed an act condensing and collating the existing school laws in Mobile County, enlarging the powers of the commissioners, and providing for an increase of their revenues. A clause was inserted in the new act, by nearly the unanimous vote of the Legislature, prohibiting the board of school commissioners from ever diverting any portion of the school fund to the maintenance or support of any schools that were under sectarian influence or control.

This school system met so fully, in its development and promise, the wants of the people of Mobile, and was so highly esteemed by the Legislature, that in the act creating the State system it was expressly declared that, "as the county of Mobile has established a public school system of its own, the provisions of this act shall apply to that county only so far as to authorize and require its school commissioners to draw the portion of the funds to which that county will be entitled under this act, and to make the reports to the State Superintendent herein required." It is worthy of remark that, in all subsequent modifications and revisions of the State system (save only during the days of reconstruction) this separate and *quasi* independent position of the school system has been recognized and proclaimed. In 1875 it was made a part of the fundamental law by the incorporation of a provision to that effect in the Constitution of the State.

In August, 1855, the opponents of the system again made an effort to obstruct it, but they were defeated by a large majority of votes cast at the election for Commissioners.

In October, 1855, an institute for the special instruction of teachers

¹ Fuller reference is made to the act establishing public schools in Alabama in the succeeding chapter.

was organized at Barton Academy, and, with slight intermissions, has been continued to this day.

At a meeting of the board held January 23, 1856, the chairman of the executive committee, was requested to go to Montgomery for the purpose of procuring additional legislation in behalf of the school system of Mobile. The fruit of this mission was the special act approved February 15, 1856. This act contains but two sections, but these were of vital interest to the public schools of Mobile, and, under their benign influence, the system developed with great rapidity, and its usefulness was largely extended. The first section provided that all the moneys collected for the State by the judge of probate, for certain licenses therein mentioned, should be appropriated to the school fund of Mobile County. The second section authorized the board of school commissioners to levy an annual tax "not exceeding one-twentieth of one per centum upon the real and personal property of the county of Mobile" for the benefit of the public schools of the county. The unanimity with which the Legislature passed this liberal act was a high compliment to the efficiency of the system, and was at once a stimulant and an aid to its further development.

The public examinations, at the close of the school year ending July 31, 1856, were largely attended and gave general satisfaction. One of the city papers concluded a long and detailed report of the closing exercises as follows :

"We can not conclude this hastily written notice without congratulating the community upon the marked and satisfactory progress of the public schools. Commenced less than four years ago, the first experiment of the kind in this State, and, with one exception, the first in the Southern Atlantic and Gulf States, they have gone on steadily increasing in numbers, worth, usefulness, and popularity, until now we need not be ashamed to compare some of them, at least, with the best common schools in the older States.

"The session just closed has been pre-eminently successful, showing a marked improvement over the best of its predecessors, and these schools now stand, as they deserve to stand, much higher in the public regard than ever before."¹

The expenditures for the year ending July 31, 1856, were twenty-one thousand eight hundred and ninety dollars and twenty-three cents, exceeding the receipts—tuition fees amounting to fourteen thousand seven hundred and twelve dollars and eighty cents included—by nearly four thousand dollars. The deficiency was made up, as before, by loans obtained on the individual credit of members of the board.

The first regular census of the children of school age in the county was taken in October, 1856, with the following result :

Number of school children in city limits.....	3,620
Number of school children in county districts	2,300
Total.....	5,920

¹ The Mobile Daily Advertiser, August 1, 1856.

Under the influence of the act of February, 1856, the revenues of the board were largely increased, amounting for the fiscal year ending July 31, 1857, to thirty-seven thousand and sixty-eight dollars and twenty-five cents. The expenditures the same year, including repayment of loans, were thirty-eight thousand one hundred and eighty-five dollars and thirty cents, still showing an excess, but much less than for previous years.

In August, 1857, another election was held for outgoing commissioners, but this time without organized opposition. The candidates favoring the system received two thousand nine hundred and ninety-six votes each out of a total vote of three thousand one hundred and eighty-eight.

In October, 1859, on the recommendation of a select committee appointed to consider the subject, the office of superintendent was discontinued, and his duties devolved upon the principal of the Boys' High School, who was made general principal, and the executive committee. The committee stated as a reason for their recommendation, that, as the schools were well organized, this heavy expense was not then necessary.

The expenditures of the school commissioners for the school year ending July 31, 1858, were	\$45,232.18
The income of the board the same year was	44,035.03
Showing an excess of expenditures	1,197.15

A census was taken in October, 1858, with the following result:

Number of children of school age in the city	4,314
Number of children of school age in the county	2,195
Total	6,509

This shows a considerable increase in the number of children of school age in the city, and a small decrease in the county districts.

There were enrolled in the public schools in the city, on March 31, 1859, one thousand five hundred and thirty-three pupils, and the average daily attendance during the preceding session was one thousand two hundred and forty.

The expenditures for the fiscal year ending July 31, 1859, were	\$39,090.20
The receipts for the same period (including \$9,526.96 for tuition) were	37,860.82
Making an excess of expenditures	1,229.38

The deficiency was made up, as theretofore, by bank discounts on the individual credit of some of the commissioners. There was again an active contest over the policy of the commissioners in August, 1859, nominally directed against the abolishment of the office of superintendent; but the unsleeping and persistent opposition to the system itself, which had followed it from the beginning, was the backbone of this renewed effort to cripple, if not destroy it. The result showed that the system was too thoroughly entrenched in the affections of the people whom it so greatly benefited, to be seriously disturbed by any opposition that could be arrayed against the commissioners.

The gross receipts, including \$11,767.10 from tuition, for the fiscal year ending July 31, 1859, were	\$46,681.51
Expenditures for the same period.....	46,937.35
The average attendance at the city schools was	1,811

At the elections held in 1861 and 1863 the outgoing members of the board were re elected without any serious opposition. The income of the board from other sources had increased sufficiently to permit a reduction in tuition charges, and a liberal extension of the free list, and, until the War was in actual progress, the schools were very prosperous. Even then, although the Boys' High School was seriously depleted, the Girls' High School and all the lower departments were very full, and satisfactory progress in study was made.

The teachers' class, to which reference has been made, was an important feature of the Girls' High School, and became exceedingly valuable as a training school, from which not only well informed, but in some degree well practised teachers were drawn, from time to time, as their services were needed.

The occupation of Mobile by Federal troops, under General Granger, in 1865, made it necessary to close the public schools. As all the funds of the board were in Confederate notes and securities, there was nothing in the treasury from which to pay the teachers. The commissioners, however, succeeded in effecting an arrangement with the military authorities, by means of which any of the public school teachers, who so desired, were permitted to open private schools in the public school buildings.

At a meeting of the commissioners held in July, 1865, a committee was appointed to confer with Provisional Governor Parsons upon the situation, with the result that the board was authorized to proceed with their work as theretofore.

The fiscal statement of the secretary for the year ending July 31, 1865, showed a nominal balance in the treasury of thirty-five thousand six hundred and ninety-three dollars, but this was made up of twenty-seven thousand seven hundred dollars in Confederate bonds, one thousand seven hundred dollars in interest-bearing Confederate notes, and the remainder in ordinary Confederate notes. At the September meeting, in 1865, an official correspondence between the chairman of the executive committee and J. F. Collins, adjutant-general of the State under Governor Parsons, was submitted. The following is the letter of General Collins:

"To Mr. W. G. CLARK:

"The board of school commissioners, except such as are applicants for special pardons, are hereby authorized to resume the duties of such board, as also the exercise of all powers vested in them by the statutes. Vacancies will be temporarily filled by the board.

"By order of the Governor.

"JOHN F. COLLINS,
"Adjutant-General."

Upon the reading of this communication such members as were in the excepted class retired, and the vacancies were filled by the remaining members of the board. At the same meeting provision was made for the re-opening of the public schools in the next autumn. As the board was without available means, moderate charges for tuition were made in all the schools. This action of the commissioners was telegraphed to the Governor, from whom a reply was received approving the action of the board.

On the 1st of September, 1865, the president, by direction of the board, published an address explaining the difficulties under which the commissioners labored, the reason why it became necessary to charge tuition in all the schools, and giving assurance that these charges would be reduced and removed as rapidly as the income of the board would permit. On this point the address says:

“The board deeply regret the necessity of going so far backward as to re-establish tuition charges in the primary, intermediate, and branch schools, but, as in the early history of our system, these charges will be removed at the earliest practicable moment. * * *

“It is our fixed policy that no pupil who evinces a disposition to obtain an education shall long be excluded, by reason of poverty, from any of the privileges afforded by these schools. We can point with gratification and pride to members of our corps of teachers who graduated with honor from our high schools, and who received all their education within the walls of Barton Academy without having paid a single dollar for tuition.”

On the 6th of November following, an election was held under the provisional government for an entire board of school commissioners, at which all, with one or two exceptions, of the old members were re-elected.

At the first meeting of the provisional Legislature, in the winter of 1865-66, an act was passed authorizing the board to levy a special tax, from time to time, to provide school-houses, furniture, apparatus, and if necessary to anticipate receipts, to issue bonds payable from such taxes when collected. The public schools were re-opened in Barton Academy and Orange Grove school-house on the first Monday in October, 1865, with a good attendance of pupils. The receipts of the board for the fiscal year ending July 31, 1866, were as follows:

From taxes and licenses collected	\$5 912. 16
From tuition charges	22, 015. 00
From special school-tax	7, 000. 00
From miscellaneous sources	90. 00
Total	35, 017. 16
The expenditures of the commissioners for the same period were.....	44, 191. 86

showing a deficiency of over nine thousand dollars, which was provided for by a loan of ten thousand dollars secured on the personal credit of members of the board.

At the next session of the public schools, in view of a probable in-

crease in funds, tuition charges were reduced one-half in all the lower departments.

The Boys' High School was not re-opened until 1870, as, from the result of the War, few boys who could attend school at all, were found competent to enter until prepared in the lower departments.¹

The Governor of the State, as appears from the report of the executive committee to the board, had for two years preceding drawn, and used for the expenses of the State government, the amount collected from license taxes in Mobile County, appropriated to educational purposes by act approved February, 1856.²

On the 18th day of May, 1865, Mr. Thaddeus Sanford, the first president of the board of school commissioners, a man of extensive learning, of high character, of large culture, and an influential and devoted friend to popular education, departed this life full of years and honors. He was for many years editor and proprietor of the Mobile Register, and at the breaking out of the War was collector of the port of Mobile. Mr. G. Horton was appointed by the military authorities to fill the vacancy caused by the death of Mr. Sanford, and this appointment was confirmed by an election by the board.

At a meeting held in May, 1867, the first movement in the direction of educating colored children in the public schools was made by the board of commissioners. In June, 1867, the death of Mr. A. L. Pope, an efficient and worthy member of the board, was announced. Mr. F. G. Bromberg was appointed by the military authorities to fill the vacancy, and this action was confirmed by the board. At the meeting held in August, 1867, Mr. Clark, for the committee on the education of colored children, appointed in May preceding, made a partial report. He stated that he had been in correspondence with Mr. C. W. Buckley, superintendent of the Freedmen's Bureau, to see what aid could be expected from that source. That gentleman, in his reply, explained the acts of Congress relating to the subject, expressed gratification at the disposition manifested by the commissioners to co-operate in the education of colored children, and stated that twelve thousand dollars had been appropriated to erect buildings in Mobile for the use of colored schools. As there was no election held for school commissioners in August, 1867, General Pope appointed Messrs. A. M. Granger, Dr. Charles Mohr, and R. W. Coale to fill the places of the out-going members, and those appointments were confirmed by election by the board. At a meeting held October 2, 1867, Rev. E. D. Taylor (colored) appeared, and, by invitation, submitted a communication with regard to the education of colored children, his special purpose being to obtain aid in the erection of a building for school and church purposes. On October 16th following a peti-

¹ An attempt to re-establish this school was made under the Putnam administration, but it was unsuccessful.

² Of the seventeen thousand dollars irregularly taken for the use of the State, only about five thousand dollars have been restored to the commissioners.

tion was presented from the American Missionary Association, asking aid in the purchase of a building for the education of colored children, which was referred to a joint committee composed of the executive and financial committees.

At a meeting held January 28, 1868, the secretary of the board was directed to ascertain the amount of school taxes paid by colored people, and to apply the entire sum so collected to the assistance of schools for colored pupils. The secretary's exhibit for the fiscal year ending July 31, 1868, shows :

Gross receipts, including tuition fees and borrowed money	\$64,835.29
Disbursements, including repayment of borrowed money and back salary of secretary	62,180.86
Leaving balance on hand	2,654.43

In 1868, under the constitution of 1867, a new State government was put in operation, and the control of matters relating to public education was committed to a so-called "board of education."

This board held its first session in the summer of 1868, and in an act introduced by Mr. G. L. Putnam and approved August 11, continued all laws in force on the 20th day of July, 1868. This act also provided that a superintendent should be appointed for Mobile County, with salary fixed by the school board, and that the commissioners should be appointed "as are the trustees in other counties."

On the adjournment of the board of education, Dr. Cloud appointed Mr. G. L. Putnam, the author of the bill, superintendent, who afterward appeared before the Mobile school commissioners, claiming recognition as such.

Not having filed a satisfactory bond, as required by law, the board did not deem it necessary to inquire further into his authority or the legality of his appointment.

At a meeting held August 12, 1868, the effect of the legislation of the "board of education" with regard to the powers of the commissioners was discussed, Hon. Alexander McKinstry, then the legal adviser of the board (and a prominent Republican) being present. The result was the adoption of the following resolution, with Judge McKinstry's assent and approval :

"*Resolved*, That on full consideration of the acts of the Legislature and the board of education, we have no question that the board of school commissioners, as now constituted, still continues, and that this board will go forward as heretofore and discharge the duties required by law."

At a meeting held August 24, 1868, Mr. Clark, chairman of the joint committee on the subject of schools for colored children, submitted a report recommending the establishment at once of three schools of suitable grade, to be located so as best to accommodate the centres of colored population in the city, and directing the committee on school

districts to make provision for teaching colored children in the county districts, which was unanimously adopted.

About this time began an exciting controversy between the State Superintendent and his appointee for county superintendent on one side, and the board of school commissioners on the other, which continued several months, the former striving to obtain possession of the schools or to control the board in operating them, the latter claiming that the proposed management was inimical to the best interests of the schools, and threatened their destruction. The membership of the board at that time was about equally divided between Republicans and Democrats, and it is worthy of note that the former were among the most resolute and unyielding defenders of the rights and immunities of the board against what they regarded as a dangerous attempt at usurpation. A compromise was at one time agreed upon, but failed of its proposed object. The State Superintendent then issued an order suspending all the members of the board. New commissioners were appointed and through Mr. Putnam, claiming to be county superintendent, demanded possession of the books, papers, and other effects of the board of school commissioners. This board, having been advised by eminent counsel that their attempted removal from office was illegal, and feeling it a solemn duty to maintain, by all legal means, the system of schools they had organized and developed at great personal sacrifice and labor, and to defend the responsible trust placed in their hands by the people of Mobile, declined to yield to the demands made upon them. Recourse was then had to the law courts, and, after a hearing before the circuit judge, a mandamus was obtained ordering the board to deliver up the books and property in their possession. The committee, still acting under the advice of counsel, and in accordance with their own views of duty, declined to obey the mandate of the court and took an appeal to the supreme court of the State. They were then proceeded against for contempt of court and committed to the common jail of the county. They were given, however, the best accommodations the jail afforded, and were the recipients of innumerable courtesies and attentions from the officers of the jail and the citizens of Mobile generally. When the commitment was ordered a special messenger was sent to one of the judges of the supreme court of the State, who, as soon as the case was stated, issued an order for the release of the commissioners, who were discharged on the 1st day of October, after forty-eight hours' imprisonment, in time to attend the regular meeting of teachers preparatory to re-opening the schools on the following Monday.

The schools opened as usual, with a good attendance. On the 6th of July thereafter, the supreme court rendered a decision in favor of the board on the mandamus case appealed by them from the circuit court of Mobile.¹

¹The Board of School Commissioners and the Public School System of the City and County of Mobile. Pamphlet, 1869, p. 22.

During their incarceration, a formal meeting of the board was held in the jail, at which resolutions were adopted making all the primary, intermediate, branch, and county schools free from tuition charges.

The following summary of the statistics for the school year ending June 3, 1869, shows the condition of the schools at that time :

ATTENDANCE.

High school (girls).....	140
Senior grammar	241
Junior grammar	288
Primary, intermediate, and branch schools.....	1,050
County schools	60
Total at white schools	2,417
Creole school	184
Good Shepherd school.....	110
Stone Street school.....	325
Little Zion school.....	300
Total at colored schools	919
Total attendance, white and colored.....	3,336

The first diplomas awarded to graduates from the high schools were given to two young ladies in the year 1859. From that time there were graduates at the close of every year, the least number being three, and the highest number fourteen. The whole number to July, 1869, was one hundred and five. Of these graduates fifty-eight, or more than fifty per cent. of the whole number, chose the teacher's profession, and twenty-five were, at the time mentioned, employed in teaching in the public schools of Mobile. So the high schools were practically normal schools for training teachers for their arduous and responsible work.

In November, 1869, the board of education passed an act abolishing the separate school system of Mobile County, and making the general provisions of the school laws of the State applicable thereto. After the passage of this act, the State authorities refused to pay over to the management of the Mobile public schools the proportion of the school fund to which that county was entitled, but instead recognized the superintendent appointed by Dr. Cloud. Under these circumstances, and being unwilling to deprive the community of the schools which they were unable, from lack of funds, to carry on, the Mobile school commissioners gave directions to surrender the public school buildings in the city to the appointees of the board of education. Schools were maintained in them, under the direction of County Superintendent Putnam, until the spring of 1871. Meanwhile a new State Superintendent, Hon. Joseph Hodgson, had been elected, and important changes were made in the membership of the board of education. A law was enacted giving the election of county superintendent and school commissioners to the people of Mobile County. The election was held in the

spring of 1871, and, after an animated contest, Mr. E. R. Dickson, general principal of the Barton Academy School under the old board, was chosen superintendent. Under his judicious and energetic management, with the large powers given him by the act, order was gradually restored, and the schools were placed once more in good working condition. There was still a board of commissioners, but they had little power under the law and, practically, were simply advisers of the superintendent. The board, however, was made up of some of the best citizens of Mobile County.

On the adoption of the Constitution of 1875—which abolished that dual legislative body, the board of education, and restored all legislation in school matters to the General Assembly, and completed the rehabilitation of the State—it was deemed advisable to return to the old system of management for the Mobile public schools, under which they had been organized, built up, and become so popular and prosperous. An act was accordingly framed with much care, was unanimously recommended, without change, by the committees on education in both houses of the General Assembly, was adopted in both bodies with like unanimity, and approved by the Governor February 15, 1876. This is the latest legislative enactment on the subject of the Mobile public schools.

Section 1 of this act continued the school officers then in office in Mobile until September 1, 1876.

Section 2 provided for the election, at the general election in August, 1876, of six commissioners, two of them to reside at least six miles from the court-house, whose term of office should commence on the first Wednesday of September thereafter.

Section 3 provided that the six members so elected should meet on the first Wednesday in September, and proceed to elect by ballot three of the members of the former board, who, with the six elected by the people, should constitute the board of commissioners. The commissioners were then to be divided into three classes, the three members of the former board to be class No. 1, and hold their offices two years, the names of the other six to be placed on two tickets—three on each—and the one first drawn to be class No. 2, giving a term of four years, and the remaining ticket, No. 3, to hold for a term of six years. At every general election, at intervals of two years, three commissioners were to be elected to replace the outgoing members, each new member to hold office six years.

Section 4 gives authority to elect a president and vice-president, to hold office for two years, and directs the election of a county superintendent of education, to serve a term of four years, and gives permission to elect or appoint such other officers or agents as they may, from time to time, deem expedient. All the members were to take an oath of office.

Section 5 gives the commissioners full authority to receive and collect all revenues to which they were entitled when the board of education was established, and “to continue in force, revive, modify, and improve

as to them may seem fit, the public school system now existing in the county of Mobile.”

A sum not exceeding twenty per cent. of the school revenues, exclusive of amounts received from the State educational fund, could be expended in the purchase or lease of property for school purposes.

Section 6 defines the authority and general duties of the superintendent, and makes him, *ex officio*, a member of the board of commissioners.

At the election in August, 1876, the following named gentlemen were elected commissioners under this act: J. Maguire, M. McInnis, F. Girard, W. G. Clark,¹ W. H. Leinkauf, and R. B. Owen.

At their meeting in September, the following members of the outgoing board were elected: William Spence, R. D. Moffatt, and N. W. Perry.

At the same meeting Prof. E. R. Dickson was unanimously elected superintendent, and has been, from time to time, with like unanimity, re-elected as his own successor. He is now in his fourth term under the present board but the fifth of active service as superintendent, and to his close attention, unceasing vigilance, unwearied energy, and great capacity for labor the public schools of Mobile are largely indebted for their remarkable prosperity and usefulness.

Professor Dickson was called to Mobile from the rectorship of the academic department of the University of Alabama, when that institution was closed on account of the destruction of its buildings, and before he became superintendent of schools he was a successful teacher.

The public schools have, since the restoration, been steadily growing in numbers, in efficiency, and in prosperity. With additional accommodations each year, the superintendent is still puzzled to find room for the number of children applying for instruction. The fame of these schools has induced many residents of other counties in this State and citizens of other States to send their children to Mobile with the hope of entering them in these schools; but the pressure is too great at home to receive pupils from abroad, and the commissioners have been compelled to adopt a stringent rule prohibiting it.

The studies in these schools range from the first steps in the primary department to a preparation, in the Boys' High School, for the third year in college. Graduates of this school have found no difficulty in entering the Junior class of the University of Alabama. Graduates of the Girls' High School compare favorably with the graduates from the best Southern seminaries, and are well prepared to enter advanced schools for women, to prosecute higher studies by themselves, to engage in the useful occupation of teaching, or to "act well" their "part" in any station in life.

¹ Mr. Clark was elected a member of the board of commissioners organized in 1852, which founded the public schools of Mobile, and continued a member by re-election until 1870, when the functions of the board were suspended; he was elected a member of the new board at the restoration in 1876, was re-elected in 1882, and again in 1888, making a continued service in the old board of eighteen years, in the new board of more than twelve, or over thirty years in all.



BOYS' HIGH SCHOOL, MOBILE.

Connected with the high schools is a fairly equipped chemical laboratory, where interesting and profitable work is done, in connection with instruction in the department of chemistry and physics, which is admirably conducted by Professor Dickson in person. The laboratory was commenced about ten years ago, and the apparatus has been increased from year to year, as the means of the commissioners permitted.

It is designed for chemical analysis and for assistance in the study of physics. Nothing has been done for display, but the laboratory is finely supplied with balances, burners, and all other appliances necessary for measurements. The students supply their own working outfits. Connected with the laboratory is a dynamo capable of furnishing electricity for two thousand-candle lights, operated by a two-horse-power engine.

The pupils take turns in running the engine, with a view to studying the mechanism of the machine.

The laboratory student is first taught to analyze qualitatively, and so directed as to secure systematic work. The silver group of metals is taken, for example; the names of the metals are learned, then the molecular values of silver, lead, and mercury; then the solvent nitric acid, the composition of nitric acid and its molecular value; next, the nitrates of silver, lead, and mercury, and their molecular values; then the precipitant, and the writing of the equations illustrating the change of the same; then tests for the metals present in the filtrate; tests for the same by blow-pipe and by the electric flame; then tests for the presence of the acids used. The laboratory course covers three years. The first year is devoted to qualitative work, the second to qualitative work in organic chemistry and to chemical physics, and the third to quantitative analysis and to physics. Electricity is also studied, experiments being made by the pupils by means of the battery and the dynamo.

The rudiments of astronomy are taught, beginning with descriptive astronomy, with experimental work in finding, by observation, the constellations, describing the courses of the planets, correction of the compass, etc.

In the study of physiology the circulation, the nervous system, the heart, the lungs, the ear, the eye, and the digestive system are all illustrated by models.

In the study of English, after the concords, conjugations, and declensions have been learned, the pupil is taught the use of the sentence, which is considered logically and grammatically, and then with reference to its idiomatic value; the forms and uses of modifiers are also taken up, then metaphoric language and the changes in signification which words have undergone.

In the lower grades of these schools the plan of instruction pursued is to teach the three "R's" first. The pupil begins to write when he begins school. He is taught first to make forms, then letters, then words. He learns to read by the word method. He practises spelling

by producing the word upon paper and upon the black-board. The teacher reads and the pupils take down what has been read, then they exchange papers and correct each other's errors.

The pupil begins arithmetic when he begins to write. He learns first the value of numbers as units and then of their fractional parts. He soon begins the study of mental arithmetic, which is continued through all the departments until he reaches the high school. Written arithmetic is taught in the same manner as mental arithmetic. The pupil learns to generalize; examples given for solution are referred by the pupil to the class to which they may belong; hence the discussion of one problem furnishes the explanation to all problems of that class. The principle upon which all instruction is given in these schools is to proceed from the known to the unknown, *i. e.*, to teach from the knowledge already acquired that part of the unknown that has some definite relation to that knowledge. Much of the work given to pupils is original, thus rendering help from the use of "keys" impossible. The problems which are to be solved are prepared in the school-room; question and answer work is prepared by the pupil at his home. The teacher is with his division during study hours, sees who is trying to learn, discovers the weaknesses of each pupil, and learns to estimate him at his true value. This is made evident by the work the pupil, unaided, can perform.

The study of history holds an important place in school work. The history of the United States is begun in the grammar school, where the pupil learns the dates of historical events, taught consecutively, and repeated daily until he can name them in their order just as he can name the letters of the alphabet. He then learns brief descriptions of these events; then to expand the descriptions and give statistics.

In 1870, after the retirement of the old board of commissioners, less than five hundred pupils attended the central district—Barton Academy—schools. In 1888 the same schools had an attendance of over thirteen hundred pupils. In 1870 the school commissioners only owned three school buildings within the city limits. In 1888 they had nine school buildings in the city and ten in the county districts, with other buildings in progress. There are twenty-eight school districts in the county of Mobile, in which, including the city, were taught, in 1888, sixty-two white and thirty-one colored schools, making a total of ninety-three. In these schools one hundred white and fifty-seven colored teachers, total one hundred and fifty-seven, were employed.

The amount paid white teachers in 1888 was.....	\$34,765.02
The amount paid colored ¹ teachers in 1888 was.....	13,424.05
	<hr/>
	48,189.07

¹ It has for years been the policy of the school commissioners to employ colored teachers as rapidly as properly qualified persons could be procured. To facilitate this purpose the superintendent has established a teachers' class for colored teachers, which meets every Saturday during term time, and is largely attended.

The income of the board for the year was:

From State appropriation	\$18,808.29
From local taxation and other sources (in round numbers) about	50,000.00
	68,808.29

The teachers' classes, both white and colored, were resumed years ago, and are in successful operation. Attendance at these classes is now made obligatory. The teachers are formed into classes for the purpose of study, and for the time being considered as pupils. The subjects taught are such as belong to the elementary and secondary schools. The instructor of one of these classes readily learns to estimate the acquirements and capabilities of the teacher much better than he could do from any single examination. The school authorities offer to the teachers every facility to perfect themselves in scholarship and in the art of teaching.

The writer has been thus minute in sketching the origin and growth of these schools because they were the pioneers of popular education in the South-West; because they have been practically, except during the interruption of the reconstruction period, under the same management from the beginning; because they have given a great impetus to the cause of education in the State, and have been of inestimable value to the people of Mobile; and because they are intrinsically worthy of public attention, and have no cause to shrink from comparison with the best public schools in the most favored localities.

CHAPTER III.

PUBLIC SCHOOLS IN ALABAMA.

Inauguration of the System in 1855—The Administrations of Superintendents Perry and Duval—Interruption by the Civil War—The Schools under the Board of Education—Difficulties and Dangers Experienced—The Constitution of 1875—Renewed Interest in Popular Education—Progress and Prospects of Public Education in Alabama.

As stated in the preceding chapter, the first attempts at a system of public schools in Alabama were made in the year 1854, when the Hon. A. B. Meek, a member of the house of representatives from the county of Mobile, submitted to that body a bill providing for the establishment and maintenance of public schools in Alabama, which, having passed both houses of the General Assembly, was approved by the Governor February 15, 1854. The administration provided by this act was a Superintendent of Education for the State, three commissioners for each county, and trustees for the several townships.

Mr. W. F. Perry, an experienced and enlightened educator, and a man of high character and influence, was the first Superintendent, and

he gave to his new work much patience, energy, and perseverance. Necessarily the work of organization proceeded slowly; in the cities and larger towns there was not so much difficulty, for in them something of the plan and prosperity of the Mobile schools was known; but the sparseness of population in the outlying townships, the small amounts at first available for schools, the indifference prevailing among the illiterates, and the inexperience in and, in many cases, incompetency for this particular work on the part of the commissioners, made the work of organization difficult, even under the direction of so earnest and devoted a superintendent as General Perry.

The school fund for 1855 was made up as follows:

Interest on the sixteenth section fund (value of lands sold and proceeds paid into the State treasury \$1,244,793.36).....	\$74,687.60
Interest on valueless sixteenth section fund	7,767.30
Interest on United States deposit fund.....	53,526.94
Direct appropriation from treasury	100,000.00
Special taxes	1,300.00
Escheated property.....	233.55
	237,515.39

- Of this amount \$5,000 were appropriated for contingent expenses of the department of education.

The number of children of school age, as enumerated for that year, was 145,588.

The reports for that year are very imperfect; the new subordinate school officers were unfamiliar with their duties, and little more than organization was accomplished. The school fund for the year 1856 was increased to \$267,690.41, and the enumeration of children to 171,093.

The whole number of public schools taught during the year, excluding the county of Mobile, which had its own system, and the county of Lawrence, not reported, was 2,260, having an enrolment of 89,013. If to this is added the enrolment of the Mobile schools (1,847) and the number of pupils attending private schools, seminaries, and colleges (9,419), not counting those in Mobile and Lawrence Counties, the aggregate school attendance in the State in 1856 will be found to exceed 100,279, equal to a little less than one to every four of the white population, as declared by the State census of 1855.

The year 1857 showed the following results:

School fund increased to	\$281,874.41
Number of scholars enumerated	178,095
Increase of number of schools over 1856	175
Increase of pupils registered over 1856	6,008
Increase of average daily attendance.....	4,974
Increase of expenditures for public schools.....	\$62,705.92

As the amount expended for the public schools was largely in excess (about fifty per cent.) of the general school fund, a large sum had to be made up by contributions from the people in the several school districts. In many of the smaller villages and in settlements where pri-

vate schools were established, the teachers were allowed a proportion of the fund to prolong their schools, making them *quasi* public schools, and in others small tuition charges were allowed to make up the salary of the teachers. By this means the schools at this time were kept up an average of six months in the year.

At the earnest recommendation of Superintendent Perry, the Legislature, in 1856, amended the school law by abolishing the office of county commissioner, and substituting therefor that of county superintendent, with well defined duties and moderate remuneration for his services. To this change in the law General Perry attributes (no doubt justly), in his report for that year, the improvement noted in the school year of 1857. He says :

“The wisdom of this change will be much more apparent when it is remembered that the improvement has not yet had time to develop what it is capable of accomplishing.

“Many of the superintendents found their counties almost entirely unorganized, the people listless and indifferent, and the trustees ignorant of their duties. • • • An unprecedented impulse has unquestionably been given to the cause of common school education in the State, and this is due in a large degree to the faithfulness and efficiency of county superintendents.”

In his report for 1857 that officer also discusses the office of township trustees, which he regarded “the weakest feature” in the school system. He says :

“An interest in the cause of education, considered abstractly, is not sufficiently general or sufficiently intense to afford, of itself, that stimulus to uniform and long continued exertion which is essential to its successful administration.”

He recommended that the duties of the office be more specifically defined, that the officers should be required to give bond and be allowed compensation for their services. This able and intelligent officer retired from service in the autumn of 1858, and was succeeded by Hon. Gabriel B. Duval, an accomplished gentleman and a successful officer.

His report to the Governor, for the school year 1858, embodies the following statistics :

Number of schools taught	2,597
Number of pupils registered.....	98,274
Average daily attendance	42,274
Average number of months taught.....	6½
Expenditures on account of schools.....	\$564,210.46

The report shows that, with an increase of children of school age, as shown by the enumeration, of only two thousand and sixty-five, there was an increase of three hundred and thirty-five public schools, of nine thousand two hundred and sixty-one pupils, and in expenditures of \$11,265.35.

The statistics show that more than one half of the cost of the schools was paid by the parents of pupils attending the schools.

The school fund for the year is stated at \$271,378.97. The number of children of school age is placed at 180,160.

It appears that a strong party existed in the Legislature in favor of abolishing the office of county superintendent, and Mr. Duval, following the example of his predecessor, made an earnest and eloquent appeal in favor of continuing the office. He also discussed the office of trustee, and recommended important changes with regard to it. He thought the number should be reduced to one for each township, who should give bond and receive compensation for his services, and be required, under suitable penalties, to perform the duties imposed by law.

From this period (1858) to 1869 no reports are to be found as to the operations of the system. During this decade occurred the most exciting events, the disturbances preceding and immediately following the Presidential election of 1860, the attempted secession of Alabama, the formation of the Southern Confederacy, the four years' Civil War, the surrender of the Southern armies, the provisional State government, etc.

It is probable that, at least until actual hostilities broke out, the schools were carried on as before and with about the same degree of success; but in 1868 a new system was adopted, or rather a new departure from the old system was made; a board of education was elected under the provisions of the Constitution of 1867, and to it was committed the control of all the educational interests of the State.

Under the old system township trustees had full control of the school funds for their respective townships, and could aid existing schools or establish new ones, allowing tuition to be charged to supplement the fund; but from July 1, 1868, all this was forbidden and the schools were declared absolutely free, no school rates being permitted. The natural result was that the available school fund was totally inadequate to keep up respectable schools for a sufficient period to make them of any value. The board afterwards modified this requirement so as to allow of private contributions in aid of public schools; but these, of course were voluntary, and therefore could not be relied upon.

Dr. N. B. Cloud was the first Superintendent under the new régime. In his report to the Governor, dated December 10, 1869, he states that previous to the adjournment of the board of education in August, 1868, county superintendents had been appointed for every county in the State, and these superintendents had been authorized to appoint three trustees for each township in their respective counties, whose first duty it was to ascertain the number of children between the ages of five and twenty-one years in their several townships. The work of obtaining this enumeration, and the apportionment depending on it, were much retarded, the Superintendent says, by the opposition generally manifested to the system, or, more correctly speaking, to the persons controlling it, so that the apportionment could not be made until June, 1869. This delay caused much inconvenience. The report says:

"There are many most excellent and worthy teachers, both gentlemen

and ladies, in almost every county of the State, who have failed to receive full pay for their services in the free public schools—some for one month, some for two months, and some for even more—from the fact that when the delayed apportionment went out to the county superintendents it was found that the teachers' salaries, for services already rendered, were greater than the apportionment to the township in which such schools were taught."

In another part of the report the Superintendent states, as a fact, that considerable amounts of the school fund for the year 1866, and also for 1867, had not been paid, although apportioned, to quite a number of the counties in the State. Some counties were paid in full, some in part, and some not at all. There was neither apportionment nor payment made for the school term beginning December 1, 1867, and closing June 30, 1868, but the report says that schools were kept in most of the counties.

As per statement of the auditor, the school fund available for the scholastic year commencing October 1, 1868, and ending September 30, 1869, was as follows:

Balance appropriated October 10, 1868, not used	\$200,000.00
Interest on sixteenth section fund	136,812.59
Interest on valueless sixteenth section fund	7,767.30
Interest on United States surplus revenue	53,626.94
Amount received from retail licenses	26,514.85
Amount appropriated by Legislature	100,000.00
	524,721.68

At the annual election of State officers in November, 1870, Hon. Joseph Hodgson was elected Superintendent of Public Instruction in place of Dr. Cloud. General Lindsay, who was elected Governor at the same time, not finding, as he says, in the office of the executive "any report of the transactions of the department of public instruction for the preceding year," addressed a note to Colonel Hodgson, requesting him "to furnish, at the earliest possible day, all necessary and proper information in relation to the educational interests of the State."

In his special report in reply, dated January 28, 1871, Colonel Hodgson thus explains the difficulty of making a satisfactory report: Upon his entrance into office, on the 22d day of November, 1870, he, the Superintendent, "found the books and papers of the department of education in great confusion. No system of book-keeping appeared to have been observed by his immediate predecessors in office; it was with the greatest difficulty that correct information could be obtained as to the amounts of money paid out to a county during a certain year, and no certain information could be obtained as to whether the moneys paid out had been legitimately and properly applied." The Superintendent then calls attention to an act of the General Assembly passed in October, 1868 (explained by an act approved February, 1870), appropriating "to the claims of teachers arising between December 1, 1867, and June 30, 1868, the sum of \$45,411.46."

"Upon what this sum was predicated, what claims, or to what amount, are held against the department by teachers legally employed during the year 1868, or what percentage has been paid upon any of said claims," Superintendent Hodgson says he finds no information in his office; he only knows that the sum mentioned was distributed to the several county superintendents "without reference to the unpaid claims held in any given county, on the basis of an enumeration of white and colored children made in 1867." He cites an act to provide for the payment of outstanding claims for the maintenance of schools, one of the first acts of the board of education, approved August 11, 1868, which he thinks was evidently intended "to give a color of authority to the newly-appointed superintendents for the disbursement of public moneys to private schools of a certain character." He cites instances where such payments had been made for schools that were in no sense public schools, and which, in his judgment, had no claim to any portion of the school fund.

As has been seen, the appropriations for the school year ending September 30, 1869, aggregated \$524,621.68, of which the large sum of \$52,621.00 was paid to county superintendents for salaries, and \$22,549.92 for clerk hire for trustees. The highest salary paid to a superintendent was \$2,000; the lowest, \$400; the average salary was \$822.25. The estimated number of schools taught that year was 3,225. The number of children attending school was 160,000. The appropriations for the school year of 1870 amounted to \$500,409.18.

On the 23d of February, 1870, the auditor certified that \$18,492 had been paid into the treasury on account of net sales of lands in Alabama, to the credit of certain townships in Alabama, but this sum did not become available until the ensuing year. The apportionment for 1870 could only be found in the sheets certified to the auditor, but the Superintendent says that these sheets did not correspond with the duplicates retained in the office of the Superintendent; he charges that the latter had been tampered with, and asks that, on account of the condition of the records for the years 1869 and 1870, the General Assembly "appoint a committee to examine into the affairs of the department of education, with a view to such recommendations as they may think best for its interests."

In 1871 the school fund was increased by \$80,980.11, making the total amount \$581,389.29, due chiefly to the increased revenue of the State and the better collection of poll taxes. The General Assembly of 1870 appropriated the sum of \$208,779.88 for the payment of unsettled school claims for the years 1866 and 1867, and \$45,411.46 for the payment of school claims due for the year 1868.

The State appropriation for the school year 1871 was \$604,978.50, to which was added the undrawn appropriation for the two preceding years, \$35,548.33, making the available school fund \$640,627.83.

During the year 1871 teachers' institutes were held in nearly all the

counties of the State, and in July of that year a State association of teachers was organized and largely attended.

The number of pupils enrolled in 1871 was.....	141,312
The average attendance in 1871 was.....	107,666
The total number of public schools taught was.....	3,321
Divided as follows:	
High schools.....	253
Grammar schools.....	838
Intermediate schools.....	935
Primary schools.....	1,291
Total number of teachers employed.....	3,452

The average duration of the schools was about three and one-half months.

The public schools, says the Superintendent, "did not cease operation as soon as the public fund was exhausted, but were continued by private subscriptions."

Hon. Joseph H. Speed succeeded Col. Joseph Hodgson as State Superintendent of Public Instruction. His first report, dated November 10, 1873, commences with the statement that "the financial depression experienced by all branches of the State government for the last year has been specially embarrassing to the school system." The appropriation for the scholastic year ending September 30, 1873, was \$524,452.40, showing a falling off from the previous year of \$72,608.57. It appears, however, that only \$277,034 of the appropriations for 1872 were drawn, and only \$68,313.93 from the school fund of 1873. The reason given for this was the depleted condition of the treasury of the State. By an act of the board of education, approved December 14, 1872, it was provided "that public schools should only be taught when there was money to pay the teachers," and consequently no common schools were taught after January 1, 1873, the date when the act took effect, for a considerable period, except in such counties as had local funds to aid in their support. Under the fixed appropriations required by the Constitution, there was due the school fund, for the school year ending September 30, 1874, the sum of \$474,346.52; if to this be added the undrawn sums of previous years, the amount due the public schools at the time was \$1,260,511.92.

The prospect of the State treasury being able to respond satisfactorily to these large demands was not flattering. The Superintendent says:

"Even for the limited extent to which schools have been taught during the last year, the treasury has not been in such condition as to enable teachers to draw the small amounts due them. The best that could be done was to have treasury warrants drawn in such a way as would be most advantageous to these worthy claimants."

But as the time when these warrants would be paid was very uncertain, they could only be disposed of at a heavy discount, which came out of the hard earnings of the poorly paid teachers.

Superintendent Speed, in his annual report for the school year ending

September 30, 1874, says that "the difficulties in conducting this department, consequent upon the embarrassed condition of the finances of the State, have neither been removed nor lessened."

He makes an earnest appeal "that some plan may be adopted by which our public school system will realize the benefits of the money that has become due it by the regular laws of the State," and continues: "An experience of two years in the office I am about to leave has shown me, more and more forcibly as the months succeeded each other, the almost absolute necessity of some fixed, known, and available dependence for the support of schools and teachers. Our schools need more energy on the part of the teachers everywhere, the teachers know it, the county superintendents are aware of it, and the children suffer from it; but there is no more difficult task that could be given school authorities than to break up the humdrum, listless, lifeless performance of school duties which inevitably attends upon long-delayed, incomplete, or uncertain payment of teachers." As there were, practically, no public schools taught during the year, it is barren of school statistics.

In November, 1874, Hon. John M. McKleroy succeeded Mr. Speed as Superintendent of Public Instruction, and an entire change was made in the State administration. His report for the school year ending September 30, 1875, shows a gratifying revival in the public schools, and that the State treasury had been able to respond to the extent, at least, of the appropriations to the school fund for that year. This amounted to \$565,042.94, and the sum of \$562,437.50 was disbursed. The Superintendent says that "in all the counties, and in nearly every school district in the State, one or more schools have been in operation, and there are but few districts where schools for each race have not existed."

The number of persons of school age was reported as.....	406,270
Number of pupils enrolled in the schools.....	145,997
Total number of schools.....	3,898
Total number of teachers.....	3,981
Average duration of schools in months, about.....	4½
Amount paid to teachers.....	\$489,491.79

This is by far the best record of the public school system since the War. Superintendent McKleroy attributes much of the credit of this improvement to the results of the act of April 19, 1873, providing that ninety per cent. of the money due the counties for public schools was to be paid over, by the tax collectors, to the proper custodians of school funds in the counties, and thus the fund was exempted from habitual misapplication.

By an act of the General Assembly passed in 1873, county superintendents of education were made custodians and disbursers of the school fund in their respective counties, and this act, says Mr. McKleroy, "has worked well in practice."

Teachers were no longer obliged to hawk about their certificates for salary earned and sell the same, if they could be sold at all, at a heavy

discount, but could get their money when it was earned and *all* that was earned. Another cause of the marked improvement in the schools was the wise legislation of the previous session of the board of education. This body, with the elements of self seeking, incapacity, and inexperience eliminated, was now, in the main, composed of earnest, high minded, patriotic men, anxious to give their best thought and service to the important trust committed to their care.

The principal improvements in the act referred to were the provisions restricting trustees from making contracts for or opening schools until officially notified of the amount apportioned to their township for the year; prohibiting the establishment of more than one school for each one hundred dollars apportioned to the particular race, unless the fund was supplemented by the patrons, so as to provide at least one hundred dollars for each school; compelling the schools to which as much as one hundred dollars were apportioned to be kept in operation for at least twenty weeks, and schools to which less than one hundred dollars were appropriated, and the amount could not be supplemented to make it one hundred dollars, must be kept at least twelve weeks; and providing for monthly payment of teachers, on reports properly made out and certified by the trustees.

Superintendent McKleroy says, "these provisions have caused many patrons to supplement the public fund and thus to multiply schools." "In fact, in almost every county in the State," he says, "the fund for white schools has been, to some extent, supplemented by the patrons."

The appropriations for the school year ending September 30, 1876, were only \$287,281.43,¹ which was \$204,206.21 less than the appropriation for the previous year. But even this amount was not apportioned. A new Constitution had been adopted by a convention held in the summer of 1875, and ratified in November of the same year, to take effect on proclamation by the Governor. That Constitution revoked the provision of the former Constitution setting aside one-fifth of the annual revenue of the State to the school fund, and provided, in lieu thereof, that the General Assembly should appropriate annually thereto not less than the sum of one hundred thousand dollars. The attorney-general of the State, in an opinion furnished at the request of the Governor, decided that this provision took effect immediately on the promulgation of the Constitution. The Constitution having been adopted, this decision, in effect, cut off from the fund of the year \$211,568.00, leaving only \$75,713.43, plus the receipts for poll taxes, as the entire school fund for that year. This small amount, distributed over so large a territory, made too small an apportionment to most of the counties to be of any practical service. Thus an unlooked for and unfortunate set-back fol-

¹ These are the Superintendent's figures, but to the amount given—\$287,281.43—should be added \$73,555.30, amount of poll-tax left, by the new law, in the counties, available for schools therein: which would then leave the appropriation \$204,206.21 short of the previous year, as stated in the text.

lowed after years of great progress and promise for the public school system of the State.

The General Assembly, at its session in 1875-76, supplemented the school fund by again allowing interest on the valueless sixteenth section fund and on the surplus revenue fund, and appropriating one hundred and fifty thousand dollars direct from the treasury, making the total distribution, including receipts from poll taxes, amount to \$557,496.64. Notwithstanding this large reduction in the school fund, there were three thousand and eighty-eight schools kept up, with an enrolment of 104,114. The average duration of the schools was eighty days, or four scholastic months. The new Constitution abrogated the board of education, and relegated to the General Assembly all authority with respect to legislation for public schools. It also changed the school age, making it "seven to twenty years." This change made a new census necessary.

Hon. John M. McKleroy having declined to become a candidate for re-election, Hon. Leroy P. Box was elected to succeed him.

The school fund for the year ending September 30, 1878, was \$377,634.38. The census of persons of school age, taken after the adoption of the new Constitution, showed:

White	214,720
Colored.....	155,525
Total.....	<u>370,245</u>
Number of schools taught	4,796
Number of teachers	4,800
Number of pupils enrolled.....	160,713
Average duration of schools, days.....	84½

Average cost to the State of each pupil per month, fifty-seven cents.

These statistics show that notwithstanding the depressing influence of so large a decrease in the fund, the schools were growing in favor with the people.

An important step forward in school legislation was the act approved February 7, 1879. One feature of this law requires, for the first time in Alabama, that teachers shall be thoroughly examined and found qualified to teach, and be of good moral character, to entitle them to employment in any of the public schools. The results of this legislation were most beneficial, eliminating from the profession numbers of incompetent and unworthy persons, placing upon the school officers greater responsibility with regard to the character and acquirements of teachers employed, and, by natural sequence, elevating the character both of teachers and schools.

The school fund appropriated for the year ending September 30, 1880, was \$397,465.35. Of this amount there was paid to teachers \$362,592.59, and to county superintendents \$11,871.92. There were taught during the year 4,597 schools, with a total enrolment of 179,400, and an average attendance of 117,778.

In March, 1880, Mr. Box, now Judge Box, retired from office, and Hon. H. Clay Armstrong was elected to succeed him. His report for the school year ending September 30, 1881, shows that the fund for that year was \$397,479.04; the poll-tax for that year, having been more generally collected, reached the sum of \$128,212.33, a considerable increase over any previous year. Of the amount disbursed, \$384,769.62 were paid to teachers and \$11,883.80 to superintendents.

The total number of children enumerated in the State was.....	388,003
The total number of pupils enrolled was.....	176,289
The average daily attendance was.....	115,316
The number of schools taught was.....	4,572
The number of teachers employed was.....	4,698

The average time schools were kept was eighty days, or four school months.

By the provisions of an act passed by the Legislature of 1880-81, the Superintendent was authorized to compromise outstanding indebtedness to the sixteenth section fund, and, by a judicious use of this authority, that officer succeeded in making a number of favorable compromises, resulting in adding \$9,502.26 to the sixteenth section capital fund within the year.

The fund of the scholastic year ending September 30, 1882, was \$392,904.59, a little less than that of the preceding year. Of this sum \$375,886.81 were paid to teachers, and \$11,578.57 to county superintendents. The enumeration was:

White children.....	224,464
Colored children.....	176,538
Total.....	401,002

This shows an increase of about thirteen thousand over the preceding year.

The total number of pupils enrolled was.....	177,428
The average daily attendance was.....	114,527
The number of schools taught was.....	4,624

As shown by the returns of the county superintendents of twenty counties, the public schools were supplemented, in those counties, by sixty-six thousand nine hundred and sixty dollars by the patrons of the schools, and from the incomplete returns from the other counties the Superintendent estimates that the supplemental fund in the entire State reached one hundred and seventy-five thousand dollars, or about one-third of the appropriation by the State. This was used in extending the time of the schools or increasing the pay of the teachers.

Superintendent Armstrong, in his report for 1881-82, makes an earnest appeal for an increase of the direct appropriation from the treasury to the public school fund, from one hundred and thirty thousand dollars to two hundred and thirty thousand dollars. He says:

"While the fund has continued very nearly the same for a series of years, our population has been steadily increasing, until now the census

of children of school age is four hundred thousand. * * * When the reduction of the school fund was made, our State was overburdened with debt and taxation; but I am proud to say that the time has at last arrived when she can render that needful justice to her children which poverty has so long denied her."

The Superintendent also recommended a change in the mode of payment of county superintendents, allowing them a salary of one hundred dollars each per year, and four per cent. upon the amount of their disbursements. It has been seen, in the preceding pages, that for some years the amounts paid these officers were less than twenty-five per cent. of the salaries previously paid them, while their duties were largely increased. He also recommended the enactment of a law permitting counties, cities, and separate school districts, by a vote of the people resident therein, to levy and collect a special tax to be used for the purchase of school sites, the erection of buildings, and the payment of teachers, to supplement the appropriations by the State. This wise recommendation did not bear fruit, a constitutional inhibition being in the way of such delegation of authority.

During this year one hundred and twenty two teachers' institutes were held. The Superintendent recommended that these institutes be made a part of the educational system of the State, by providing for the payment, from the school fund of the county, of the necessary expenses of teachers attending them, and making attendance compulsory.

The State association of white teachers organized several years before, but which seems to have been discontinued, was revived during the year, and an association of colored teachers was organized with one hundred and twenty-five members.

The school fund for the year ending September 30, 1883, including \$31,671.66 derived from local sources in Mobile, was \$449,677.88, of which the collection from poll taxes constituted \$136,733.12, a considerable increase over the largest collection in previous years. Of this amount there were paid to teachers \$419,137.50, and to county superintendents \$12,228.87.

The General Assembly, in the winter of 1882, responded liberally to the appeal of the Superintendent, and added one hundred thousand dollars to the public school fund, but the appropriation did not take effect until the following fiscal year, 1883-84.

The census enumeration increased this year to	403,901
The enrolment increased this year to	200,513
The average attendance increased this year to.....	127,016
The number of schools taught was.....	4,824

The State public school fund for the year ending September 30, 1884, reached the comparatively respectable sum of \$506,499.12, to which should be added \$22,016.21, amount received from local sources in Mobile County and included in the account of expenses, and \$1,170 local fund of Faunsdale district, derived from the lease of sixteenth sections,

making the fund for disbursement \$529,585.33. From this sum were paid teachers \$487,780.77, and county and city superintendents \$13,686.98.

The number of children enumerated between the ages of seven and twenty-one years was.....	419,764
The enrolment in the public schools was.....	215,578
The number of schools taught during the year increased to.....	5,218
And the average attendance was.....	134,410

or a little more than 60 per cent of the enrolment.

The schools were taught an average of eighty-three days. Comparing these statistics with the work of the preceding year an increase is found, as follows:

In the enumeration.....	15,863
In enrolment.....	15,065
In attendance.....	7,394
In number of schools taught.....	394

In November, 1884, Mr. Armstrong retired from the superintendency, after a successful administration, and now represents the United States Government as consul-general at Rio Janeiro.

He was succeeded by Hon. Solomon Palmer, who has entered upon his third term of service, being the first Superintendent elected to serve more than two terms since the office was established. The schools, under his supervision, have continued to grow and prosper; the school laws have been revised and improved; the public school fund has been largely increased, and the prospects for further improvement are encouraging.

The growth of the towns and cities of the State, and the disposition manifested to establish in them separate graded schools of a higher character than can be afforded under the general system, and the great zeal and liberality with which the people in these localities rally to the support of their schools, are among the noticeable and encouraging "signs of the times."

The general school fund for the year 1888 was \$539,209.04, to which should be added local school funds in the cities and towns referred to, amounting to \$174,183.10, making a total of \$713,392.14 expended that year for public education. The General Assembly, at its recent session, added one hundred thousand dollars more to the general fund, so that with the natural increase of local funds in the cities and towns the amount to be expended in public education in Alabama in 1890 will be nearly one million dollars.

But while this is true, and the Legislature exhibits a commendable spirit in adding from year to year to the school revenues as the condition of the finances will, in their judgment, permit, no disposition seems manifested to repay to the school fund about a million and a quarter of money unlawfully taken from the fund and used by direction of the executive department of the State, as shown in the preceding pages. Indeed, the fact of this misappropriation, and the just liability of the State to make repayment thereof, seem to have escaped the attention

of the present generation. The State is now able to at least capitalize this indebtedness and pay a moderate interest thereon in addition to the regular appropriations, and thus add to the efficiency of her system of public schools.

During the year 1888 fifty-seven hundred schools were kept up an average of more than three months, in which more than a quarter of a million children were enrolled, and with a daily average attendance of 157,718. Superintendent Palmer, whose report furnishes these statistics, referring to complaints that the school term is too short to accomplish good results, justly says: "Notwithstanding the difficulties that our public schools have had to encounter in the past, they have accomplished much good in giving the rudiments of an education to thousands who, without them, would have grown up in ignorance to swell the already large list of illiterates that are a blot on the fair name of our State. Many who have received in these public schools all the instruction they have ever received or will ever receive, will grow up to noble manhood and lovely womanhood to honor the State and bless their race—indebted to our public school system for all the good they accomplish in the world."

During the year teachers' institutes were held and maintained in each Congressional district, partly by means furnished from the Peabody fund and partly from the State appropriation of five hundred dollars for each district for this purpose. These institutes were well attended and productive of much benefit. The attendance at the annual meeting of the State Teachers' Association [white] was also larger than usual, and represented every grade of teacher, from the venerable and learned professor of the University to the teachers of the smallest wayside schools. The association of colored teachers was also well attended and its proceedings were characterized by good order and intelligent discussions, leading to practical results. With the improved public interest in matters of education and with the aid of the appliances now in use for elevating the character, stimulating the energies, and increasing the acquirements of teachers for the public schools, the hope of rapid and substantial progress in this regard seems to be well founded.

The great lack in Alabama now is suitable school-houses in which to teach the children of the State. By the terms of the law no money belonging to the general fund can be used in building or renting school-houses, and, unfortunately, the Constitution prohibits the General Assembly from granting any power of local taxation for any purpose to the counties, towns, or school districts not specially named therein. Attempts were made at the recent session of the Legislature to get an amendment to the Constitution, removing this restriction, submitted to the people for ratification, and others to call a convention to revise the Constitution, but all seem to have failed. Until good local habitations can be had for her public schools, the system must continue to be handi-

capped, and the great results anticipated by its friends must be, for a time at least, delayed. The larger communities have found, and will find, some way to secure comparatively good buildings for school purposes; but it is in the weak country districts, where the people are generally poor and much scattered, that the greatest need for school-houses exists. This improvement will come in time.

With her recent unexampled development in material wealth, with new industries multiplying within her borders, and with the sunlight of the world's progress attracted by her wonderful mineral resources beaming upon her with increasing effulgence, Alabama will not long be content to see her system of public schools lag behind, in any desirable respect, the most advanced and improved system of any sister State.

CHAPTER IV.

NORMAL SCHOOLS IN ALABAMA.

Early Attention Given to the Subject—The First Efforts not Successful—Too much Attempted—Three State Schools Established—The State Normal School at Florence—Two Normal Schools for Colored Students—The System Enlarged—Several Normal Classes Provided for—Normal Schools or Classes at Jacksonville, Livingston, and Troy.

Soon after the inauguration of the State system of public schools, the need was discovered of some method for the special training of teachers. The successful establishment and the value of normal schools in the older States did not escape the attention of the enlightened gentlemen first entrusted with the direction of the Alabama school system; but while they discussed the matter with intelligence in their annual reports, neither the finances of the State nor the condition of public sentiment justified an attempt to organize separate schools for the instruction of teachers.

Technically speaking, there is not now, nor has there been, in this State, a strictly normal school, that is, a school of high grade, devoted *exclusively* to the instruction of persons, adopting teaching as a profession. The nearest approach to it is the excellent school at Florence; but even so late as 1888 there were in this school only one hundred and thirty-six out of an enrolment of two hundred and eighteen, a little more than fifty per cent., classed as "strictly normal pupils." There are and have been several schools called normal schools, in various parts of the State; but these were generally, if not in every case, attachments made to academies and seminaries already established, and are, in fact, normal classes or departments, in which special instruction in the art of teaching is given. These are mostly doing a good work, and, in the absence of a normal school proper, like that at Nashville,

Tenn., which the State has not been in a condition to establish, are valuable adjuncts to the public school system, from which they draw such moneys as the law allows them.

The first practical attempt to organize normal schools in Alabama was made by the board of education.

By an act approved February 6, 1869, they decreed that four normal schools should be established in the State, each to comprise two departments, one for white the other for colored students. These schools were to be under the direction of two or more commissioners, to whom was committed all control of the finances and supervision of the schools, and the Superintendent of Public Instruction was required, upon the receipt of the monthly accounts of the expenses of said schools, as reported by said commissioners, to certify the amount to the State auditor, who was then to draw his warrant for the same in favor of the Superintendent, the money to be paid by him to the commissioners. One of the schools was to be located at Huntsville, one at Talladega, one at Marion, and the other at Mobile. Besides these schools, a normal class was authorized at Mountain Home, another at Elyton, another at Prattville, and another at Evergreen.

The idea the board of education held of the character of normal schools may be judged by reference to the report of State Superintendent Cloud, *ex-officio* president of the board, for the year 1869. Under the heading "Normal Schools" he says: "We have had in various portions of the State a number of normal schools in successful operation, three at Huntsville, one at Portersville, two at Talladega, one at Evergreen, one at Montgomery, and one at Mobile."

Nine normal schools in operation and several in preparation was certainly a "beginning," as he termed it, not to be overlooked. The appropriation for these schools was twelve thousand dollars for the year 1869, and twenty-five thousand dollars for 1870.

Superintendent Hodgson, who succeeded Dr. Cloud, in his special report to Governor Lindsay, states that the board of education at the last session abolished the old normal schools and passed a bill establishing thirteen new ones, seven for white and six for colored teachers. This bill came to Governor Lindsay for approval, but he declined to sign it. Colonel Hodgson declared himself in favor of normal schools, but thought that two schools for white and one or two for colored teachers were all the State needed. As no mention is made by him of the normal schools in his regular report for 1871, it is inferred that the veto of the thirteen bill was fatal to the normal schools of that day.

The next reference to normal schools in the report of the Superintendent is in the statistical table accompanying the report of Hon. Joseph H. Speed, giving the apportionment for 1873, as follows: University, white, five thousand dollars; Montgomery, colored, one thousand five hundred dollars; Marion, colored, one thousand two hundred and fifty dollars; Huntsville, colored, one thousand dollars; Sparta,

colored, one thousand dollars; total, nine thousand seven hundred and fifty dollars.

A similar apportionment was made the following year, except that the appropriation of one thousand dollars to the colored school at Sparta was omitted.

The ensuing year, 1874, the sum of ten thousand dollars was appropriated to normal schools, which was distributed among three schools, one white and two colored. The white school was located at Florence, the colored schools at Huntsville and Marion.

THE NORMAL SCHOOL AT FLORENCE.

The first report of the president of the school at Florence gives some interesting facts concerning that school.

It was organized in 1873. During the first year ninety-seven students were matriculated, during the second year one hundred and twenty-six were registered; of the first number nineteen, and of the second fifty, were entered as normal students.

The school was placed under a board of directors, who prescribed a course of study requiring three years to complete. During the summer months several of the students engaged in teaching in the surrounding country. This school was carried on by aid of an appropriation of five thousand dollars per annum from the State until October 1, 1879, when by act of the Legislature the amount was increased to seven thousand five hundred dollars a year. The president and three additional teachers constituted the Faculty. The enrolment of students for the third year was one hundred and forty-seven, of whom forty-seven entered the normal class. The enrolment for 1878 was one hundred and fifty-three in all, forty-eight in the normal class. There were five graduates in this school in 1879, three in the normal and two in the literary department. The president of the board of directors in his annual report says: "The school is steadily on the increase, with a fair prospect of still greater growth in prosperity and usefulness; the State is beginning to reap the benefit of improved common schools near us from the efforts of our undergraduates, who have given great satisfaction as teachers."

In the scholastic year 1880 this school enlarged its teaching force by adding a chair of natural science and employing two female teachers as assistants in the literary department. It also made a new departure in opening its doors to female pupils. Seventy-nine pupils were taught in the normal department, for which no tuition fees were charged. All pupils in the literary department were charged tuition fees.

In the school year ending June 16, 1881, one hundred and seventy-nine pupils matriculated, sixty-eight of whom were normal students. There were four graduates this year, all expecting to engage in teaching as a profession. In the year 1882, through the influence of Superintendent Armstrong, the trustees of the Peabody fund established sixteen scholarships in this school, for which they paid two thousand dollars,

which added materially to the revenue and was a great help to the institution. The enrolment this year was one hundred and sixty-four, of whom seventy-six were normal students. There were seven graduates, five of whom were teachers. Twenty-six counties in the State were represented in this school, and a few pupils from other States were reported. The benefits arising from the Peabody scholarships were so marked that the benefaction was continued in the same amount for another year. The beneficiaries were selected by the State Superintendent. The school year 1882-83 seems to have been unusually prosperous. One hundred and eighty-four students, ninety-two of whom entered the normal department, were enrolled, and twenty were graduated, fifteen full graduates receiving diplomas and five receiving certificates of proficiency in one or more departments.

The enrolment the succeeding year shows a small increase, reaching one hundred and ninety, of whom seventy-seven were females. This school has continued to grow, the years 1887 and 1888 having been very prosperous. The contribution from the Peabody fund was reduced in amount, but, notwithstanding, the income of the school was satisfactory, showing a small surplus over the expenditures, which included some needful repairs.

The ends aimed at by this institution are thus stated in the last annual report (1888): "First, to give the students a careful view of the common branches of study as well as a few of the higher ones, and instruction in the theory and practice of teaching and of school management; second, to give pupils prepared for it, instruction in the higher branches of study, and additional work in pedagogics; and, third, to give those persons who have received a thorough academic training elsewhere, or have been engaged in teaching, an opportunity to observe the daily workings of the college, to stimulate them to study better methods in teaching, and to inspire them with a higher sense of the importance of their calling." This last is termed the professional course.

The normal schools at Huntsville and Marion, it has been seen, were established before the school at Florence, and others of similar character have been endowed by the State. As these will more appropriately appear in Part V, devoted to the history of the education of colored people in Alabama, it is only necessary here to state that appropriations to the schools named have been regularly made, and that they have done and are doing a good work.

NORMAL SCHOOLS AT JACKSONVILLE AND LIVINGSTON.

The Legislature at the session of 1882-83 appropriated two thousand five hundred dollars each for two additional normal schools, one to be located at Jacksonville, the other at Livingston, where were already flourishing academic or high schools. The president of the board of trustees of the Jacksonville school, in his first report, dated August 15, 1884, says of that school: "Our school has been in operation only one

session. The tuition was made quite low and the attendance exceeded our expectations. The roll-book of the school shows two hundred and fifty names. The law gives us the right to maintain, in connection with the normal school, departments for ordinary scholastic instruction; and the character of the material that came to their hands made it necessary that our Faculty should devote most of their attention to this scholastic instruction. We trust that, as the school advances, the normal work will more and more predominate."

It appears that twenty-five pupils entered the normal department the first session. The trustees were unfortunate in losing one of the Faculty by death, and another by illness requiring him to ask leave of absence. The next year the Faculty was increased to eight members. The school at Jacksonville is open to pupils of both sexes and has been very prosperous from the beginning. Prof. C. B. Gibson, a distinguished alumnus of the University of Alabama, is at the head of the Faculty, and has developed rare capabilities for the teachers' work. His report for the year ending June, 1888, informs us that "previous to the opening of the past session the course of study was extended, the Faculty enlarged, the work carefully outlined, and ample means for facilitating instruction placed in the hands of the teachers by the board of directors." During the session one hundred and seventy-six pupils, of whom eighty-two were males and ninety-four females, were enrolled, and, the president says, "the school is growing and beginning to exercise those functions for which it was created."

LIVINGSTON NORMAL SCHOOL.

This school was organized in connection with the Livingston Female Academy, an established school of high character and deserved popularity, Dr. Carlos G. Smith, one of the principals of the academy, being made president of the normal school or department, and Miss Julia S. Tutwiler, the other principal, directress of normal methods of instruction and training. Both were teachers of wide experience and extensive acquirements, thoroughly fitted for the educational work assigned them, and their assistants were judiciously selected. Two courses of instruction were provided, one requiring two and the other four years to complete. A preparatory department was also established for the benefit of pupils unprepared to undertake a regular course. The attendance in the normal department the first year was four in the preparatory department and nineteen in the regular classes, making twenty-three in all. President Smith, by direction of the directors, visited New York and purchased for the school a large supply of chemical, philosophical, and mathematical apparatus, which, with that already owned by the academy, gives unusual facilities for instruction in those branches. Dr. Smith having been compelled, by failing health, to resign as principal, Miss Julia S. Tutwiler and Capt. J. W. A. Wright were elected associate principals, and aided by an experienced and ca-

pable corps of teachers, the work of the school has continued to prosper. During the year 1888 the enrolment was one hundred and twenty-six, of whom thirty-seven were strictly normal pupils. Of the fifteen graduates nine were normal pupils. All the normal graduates from this school are now engaged in teaching and are doing very satisfactory work.

A department of industry has recently been added, embracing instruction in dress-making, type-writing, and stenography, which will add greatly to the popularity and usefulness of this model school for young ladies.

NORMAL SCHOOL AT TROY.

The Legislature of 1886-87 passed an act appropriating three thousand dollars annually to the support of a normal school at Troy, provided that a suitable building should be furnished and placed at the disposal of the board of directors. This was promptly done by the enterprising and public spirited citizens of this wide-awake little city of south-east Alabama, at a cost of fifteen thousand dollars for the building and two thousand dollars for the furniture. And when the school was started, September 15, 1887, and the State appropriation was found insufficient to pay the salaries of the teachers employed, the Troy city council came to the rescue and appropriated twelve hundred dollars to supplement the State fund. In addition the same liberal council paid all the contingent expenses of the school.

In accordance with a provision in the act referred to above, a graded public school was kept in connection with the normal school, to the advantage of both.

The number of pupils enrolled, of all grades, was four hundred and thirty-nine, of whom eighty were normal students. The attendance for the current school year, 1888-89, is considerably in excess of last year's enrolment. At this rate the Troy school will soon take the first place in the State, both in the normal and academic departments of her school.

CHAPTER V.

CITY AND TOWN SCHOOLS.

Instituted after the War—Why They Became Necessary—The Public Schools of Birmingham—The Schools at Brownsville, Cullman, and Decatur—Eufaula and Huntsville Schools—The School System of Montgomery—The Schools of Selma, Troy, Tuscaloosa, and Uniontown.

One of the most interesting features of the public school system of Alabama is the growth and prosperous condition of separate public schools in many of the cities and towns in the State. With the exception of the city and county of Mobile, the pioneer of public school education in this section, whose admirable system is described at length in a preceding chapter, no attempt was made in any locality of the State, prior to the period of the Civil War, to establish independent public schools.

Before the War abundant use, as has been seen, was made of the many excellent private schools scattered over the State. By contributing to the support of the teachers from the public school fund, these schools were kept up for longer periods, the charges for tuition were reduced, and in many cases children whose parents were too poor to pay tuition fees were admitted, for a time at least, without charges. Nearly every considerable town had its high school or private academy, and the people, for the most part, were able to educate their children where and as they pleased. The desolation caused by the War changed all this, and its close left the people without means and comparatively helpless.

The general system was not sufficient to satisfy the needs of communities who desired schools of a higher grade and for a longer period than could be afforded with the limited aid of the public fund; but the State Superintendent was a most valuable supervisor, and the public school fund an important factor in building up excellent local schools. The school officers of the State and the General Assembly wisely encouraged local efforts in this direction, and so it happened that these schools, while holding close relations with the State system, were generally under municipal protection, and directed by boards of trustees appointed by municipal authority. They all receive their proportion of the general school fund, which in most cases covers but a small part of their actual expenditure. Their chief support comes from local sources.

Each separate system was authorized by special act of the Legislature. It is proposed briefly to note these schools in alphabetical order, without regard to the date of organization.

BIRMINGHAM.

The schools of Birmingham are under the charge of a board of education, consisting of the mayor and six other citizens, elected by the mayor and aldermen of that city. The term of office is three years. They have authority to build or rent houses for school purposes; to levy an annual tax, not to exceed fifteen cents on each one hundred dollars' worth of property in said city; to open such number of schools as the board may deem necessary; to elect superintendents, principals, and teachers, and fix their salaries; to adopt a plan of instruction for said schools; and to charge, in the high school, such incidental or other fees as may be deemed necessary for the proper conduct of said high school.

The school system of Birmingham is now constituted as follows: One high school, ten grammar schools, and thirteen primary schools for white, and four grammar and six primary schools for colored children. The total number of teachers in 1888 was thirty-eight. The number of pupils enrolled during the year was:

In the high school	96
In the grammar schools	364
In the primary schools	1,004
In the colored grammar schools	215
In the colored primary schools	812
Total enrolment	2,491

From the report of the superintendent, Mr. J. H. Phillips, for the school year 1887-88, it appears that the receipts from all sources during the year, including the sum of fifty thousand dollars realized from the sale of buildings, were \$79,735.39, of which the city of Birmingham contributed \$23,077.79. The disbursements for the same period were \$62,886.24. This includes the large sum of \$32,937.25 paid for "sites, buildings, and repairs." The Powell School, Henly School, and Paul Hayne School for white, and the Lane and Slater buildings for colored children, are handsome and commodious structures. These schools have been in progress five years, and have done and are doing excellent work.

BROWNSVILLE SCHOOLS.

The charter for the public schools at Brownsville differs from that of Birmingham in two particulars: The board of education are authorized to charge such incidental or other fees as may be necessary for the proper conduct of said schools, and it is made the duty of the mayor and aldermen of the city to provide annually, on certificate of the board of education, the funds required in said estimate. There were three white public schools in Brownsville in 1888, and one colored school. The total fund of the schools was \$1,984.19. The enrolment was:

White schools, 175; colored school, 74; total, 249. Average duration of the schools, one hundred and twenty days.

CULLMAN SCHOOL.

The act establishing this district designates three persons as a "board of trustees," who have power to purchase, receive, hold, and convey property for the benefit of the district, control its school fund, and organize schools. The district is to receive its proportion of all funds "raised or appropriated by the State for public schools," and also its proportionate share of the sixteenth section fund of the township of which it forms a part. The act took effect in February, 1887. So far there has been opened but one school, which was kept one hundred and ninety days and enrolled one hundred and eighty-two pupils, with an average attendance of one hundred and twenty-nine. The cost of this school was \$1,641.55.

DECATUR SCHOOLS.

These schools were established by authority of an act of the Legislature approved February 28, 1887. The authority is given to a board of education, to consist of the mayor and four other persons to be elected by the city council, who have similar powers and are charged with similar duties as the board of education for Birmingham, except that this board has no authority to levy a special tax nor to charge incidental or other fees to the pupils.

So far only one school for white and one for colored pupils have been organized in Decatur. The former had an enrolment of two hundred and forty-one, the latter of one hundred and seventy pupils. The schools were kept two hundred days at an expenditure of \$4,032.79.

EUFULA SCHOOLS.

These schools are placed under the care of a "city board of education, consisting of five members, to be elected annually by the city council of Eufaula, and a city superintendent of education, to be elected by the board, but paid out of the city treasury as other city officers are paid." No funds seem to be provided other than the proportion of the general school fund, and the portion of the sixteenth section fund which may be appropriated to the city or district. There were two public schools in Eufaula in 1888, one for white, the other for colored children. The enrolment in the white school was one hundred and two, in the colored school three hundred and fifty. Total average attendance, two hundred. The expenditures for the year were \$1,199.34.

HUNTSVILLE SCHOOLS.

The act establishing this school district gives general authority to the superintendent of education, who "is authorized to co-operate with the board of mayor and aldermen of the city of Huntsville" in keep-

ing up schools for said city. His salary is fixed by the State superintendent of education, by whom he may be at any time removed from office. No addition to the general fund is provided in this act. There were two public schools kept in Huntsville in 1888, one for each race. The enrolment in the white school was three hundred, in the colored school two hundred and twenty. The schools were both kept one hundred and eighty days, at an expenditure of \$1,117.

PUBLIC SCHOOLS IN MONTGOMERY.

These schools have been in existence several years, and from their central location and the excellence of their departments have attracted general attention. The city council of Montgomery are constituted a board of trustees, who are given full authority over said schools, and must pay all their expenses, except as they may be aided by the proportionate share of Montgomery district in the general school and sixteenth section funds.

Prior to October 1, 1882, when the new system was inaugurated, the city of Montgomery did not own a school building nor possess any school furniture nor apparatus worthy of the name. At this time Prof. G. A. Woodward took charge as superintendent of city schools. According to his estimates, there were then in attendance on the white schools three hundred pupils, on the colored schools four hundred, making seven hundred in all. Soon afterward the city came in possession of the building known as the Swayne College for Colored Children. Two years after there were three schools for white children in progress, with an enrolment of eight hundred and thirty-five pupils, and two schools for colored children, with an enrolment of eight hundred and ninety-five pupils, all established in comfortable buildings.

The total cost of the schools for the year was \$12,499.50. The statistics for 1888 show that, while there has been no increase in the number of schools or in the enrolment, there has been a large increase in the amounts appropriated by the city for the improvement of these schools. The amount paid for "sites, buildings, and repairs" was in 1888 seventeen thousand two hundred and eighty dollars, and Montgomery has now "one of the finest school buildings in the South," and, the superintendent says, "will have others as the city becomes able to construct them."

The schools were kept up in 1888 one hundred and seventy days. The enumeration for the district was three thousand six hundred and seventy; the enrolment, one thousand five hundred and forty-three.

OPELIKA SCHOOLS.

The act under which the public schools of Opelika were organized and operated was approved February 17, 1885. Here the local board consists of seven persons appointed by the superintendent of education, whose term of office is two years. The board have full control of the

schools and are permitted to charge, in the several grades, such incidental and other fees as may be necessary for the proper conduct of said schools. The Opelika police board are empowered, at the request of the school board, to levy and collect a tax, within the bounds of said school district, not to exceed one-half of one per cent. for school purposes; but the amount derived from the white race must go to the support of white schools and that from the colored race to colored schools. This tax, however, can not be levied until the question has been submitted to the suffrages of the people and a majority of the votes cast at the election found in favor of said tax.

Two schools were opened October 1, 1887, one for white and one for colored children. The enrolment in the white school was one hundred, in the colored school one hundred and eighty-nine. The cost of the schools was \$2,004.58. The provision permitting a special tax to be levied was declared unconstitutional by the supreme court; hence that resource had to be abandoned and resort made to tuition charges to supplement the public school fund. The superintendent in his report for 1888 makes this noteworthy statement: "It is remarkable that, under this system, we have a larger attendance of the poor white children of the community than under the old system, when tuition was free for a term of three or four months. The people prefer to pay reduced rates in a good school to tuition free in a poor one."

PRATTVILLE SCHOOLS.

The Legislature, in 1885, constituted the trustees of the Prattville Male and Female Academy a board of commissioners, *ex officio*, for said district, with the same general powers as were given the school authorities of Opelika, including authority to levy a special tax for school purposes—which last, under the adverse decision of the supreme court, noticed above, was of no benefit. There were four white and two colored schools kept in 1888, with a total enrolment of two hundred and nine pupils. The white schools were kept one hundred and seventy-eight and the colored schools one hundred and sixty-three days, at a total cost of \$2,528.47.

SELMA SCHOOLS.

This enterprising city was among the first of the interior towns to undertake to establish a good system of schools. The Legislature provided for a city superintendent, who "is authorized to co-operate with the board of education of the city of Selma in keeping up schools in the city," and also "to make with the educational institutions in the city of Selma all such necessary and proper arrangements for the keeping up, managing, and conducting the schools in the city as may be found best for the interest of the citizens thereof." There were two public schools in Selma in 1888, one for each race, and both in a prosperous condition. The white school was called the Dallas Academy, and had an enrol-

ment of five hundred and seventy-one pupils, and an average attendance of four hundred and thirty-nine. The colored, called the Burrell Academy, had an enrolment of three hundred and sixty, and an average attendance of one hundred and ninety-two pupils. The number of days taught was one hundred and seventy. The city superintendent speaks very encouragingly of the prospects of these schools.

The Dallas Academy has become of late too small for the increasing attendance. The old academy building has been removed and a handsome brick edifice is to take its place. It will be finished with all the modern improvements and appliances, and will be an honor and ornament to the central city of the State. The corner stone was laid on the 5th of September, 1889, with appropriate ceremonies by the Masons. The following report is taken from the Times-Mail of September 6th :

Yesterday was the day appointed to lay the corner stone of Selma's new public school building, and trains coming into the city brought crowds of visitors to witness the ceremony.

The platform erected for the occasion was filled with the Masonic and Odd Fellow organizations, and other distinguished participants and visitors. Prominent among these were His Excellency Governor Thomas Seay, Hon. Solomon Palmer, State Superintendent of Education ; Hon. N. H. R. Dawson, late national Commissioner of Education ; Gen. E. W. Pettus and Hon. H. H. Brown, grand master of Masons of the State. The exercises commenced with prayer by Rev. Dr. Rush of the Methodist church, then the singing of the national hymn, * * * with a splendid organ accompaniment by Prof. Louis Raymond, after which Hon. Solomon Palmer, State Superintendent of Education, was introduced by Gen. E. W. Pettus. Mr. Palmer's oration was a splendid effort and most appropriate to the occasion. He dwelt at length on the progress of education in Alabama, and the power of the school-house and the teacher in promoting the general welfare of the State. * * *

Grand Master H. H. Brown was introduced by Mayor Starr. Mr. Brown prefaced the masonic ceremonies with an excellent address, and then proceeded with the impressive masonic ritual to place the corner stone, assisted by Dr. J. A. McKinnon, deputy grand master, Hon. F. L. Pettus, grand senior warden, and Gaston A. Robbins, Esq., grand junior warden. After this ceremony there was more vocal music by the choir, accompanied by the organ and by the band, and these interesting exercises were brought to a close. The whole proceeding passed off in excellent order, and all were loud in their praise to Mr. George Peacock, chairman of the committee of arrangements, and to his marshals, for the management of the ceremonies. The box in the corner stone contains a number of articles relating to Selma and the school, but it will not be closed until to-day in order that other articles may be deposited.

There are now (1889) three large colored schools in the city. The Burwell Academy, under the auspices of the A. M. E. Church, the Knox Academy, under the patronage of the Presbyterian Church, and the Lessner University, a Baptist school.

The attendance upon these three schools is almost eight hundred. The Burwell Academy receives the assistance of the city, being in part sustained out of the city public school fund.

The Roman Catholics, also, have two good schools connected with their parish work—one for boys under Prof. Gordon C. Williams, and one for girls, the Convent of the Sacred Heart. Both of these are excellent schools and have a good patronage.

TROY SCHOOLS.

These schools are under the control of a local board, of whom the mayor is a member *ex officio*, and four others are chosen by the municipal authorities. These schools are conducted in connection with the normal school, or class, recently established in Troy, of which account is given in the preceding chapter. The enrolment last year, all grades, was four hundred and thirty-nine, of which the number in the higher grades, including the normal class, was one hundred and seventy. The expenditure for teaching in all the schools was five thousand four hundred dollars.

TUSCALOOSA SCHOOLS.

The "City of Oaks," not content to remain behindhand in a local system of public schools, procured the passage of an act by the Legislature, approved February 17, 1885, constituting the mayor and aldermen a "board of education," and giving them such additional powers as were necessary to establish and carry on a system of public schools in said city.

The board of education thus constituted lost no time in taking proper means to secure the desired schools, and the result has been successful beyond their expectations. The last year, the third of the existence of these schools, was marked by a large increase in the attendance, and by considerable progress in the construction of a large school building of handsome design, intended for the white school.

The statistics for the year give one white school with an enrolment of three hundred and ninety-two and an attendance of two hundred and fifty-six pupils, and one colored school, in which two hundred and eighty-seven pupils were enrolled and the attendance was one hundred and eighty-five. The schools were taught one hundred and sixty days, at a cost, including \$18,734.35 for "sites, buildings, and repairs," of \$25,587.19. Of the revenues of the board, the large sum of \$22,179.20 was contributed by the city of Tuscaloosa.

UNIONTOWN SCHOOLS.

The city of Uniontown was constituted a separate school district in February, 1887, with the same general regulations as prescribed for the other towns. Two schools for white and three for colored children were established in 1888. The total enrolment was five hundred and sixty-four, with an average attendance of four hundred and twenty-nine. The expenditures were, for teachers, \$2,718.26; for "sites, buildings, and repairs," \$5,000, which latter was paid by the city. The white schools were kept up one hundred and eighty days, and the colored schools one hundred and forty-five days.

Superintendent Palmer, in his annual report for 1888, after citing the contributions to public education by the cities and towns whose

systems are outlined above, says: "Besides the school funds raised in the above separate school districts, the cities of Anniston, Sheffield, Talladega, Peabody school district in Russell County, Tuscumbia, Auburn, and smaller towns and separate school districts have public school systems and raise considerable local school funds. The first four of these raised last year an aggregate sum of \$20,000, which no doubt has been largely increased this past year."

PART V.

EDUCATION OF COLORED CHILDREN.

CHAPTER I.

GENERAL VIEW.

The condition of servitude of the colored people in the South previous to their emancipation precluded any organized effort to instruct them in schools or by regular teachers; but even before the War there was a disposition in many quarters to give them, as opportunity permitted, oral instruction in the rudiments of knowledge, and a few, through the instrumentality of the master's family, were taught to read, and even became tolerable scholars.

It was hard to realize that, as one of the results of the War, the former subject race were to be on terms of civil and political equality with their old masters, and harder still to comprehend the fact that this condition involved the education of that race by taxation, if need be, of the white race. It was not strange, then, that, in the beginning of the new order of things, the white people generally were unwilling to take any action leading to the education of negro children from their own means or by their own efforts. It therefore naturally came to pass that the Freedmen's Bureau, established to look after the interests of the new "wards of the nation," took the initiative in organizing schools in the South for the instruction of colored children. Several benevolent or religious organizations of the North and West, notably the American Missionary Society, also made an early movement in this direction, and some by themselves, some in connection with the Freedmen's Bureau, started schools in different portions of Alabama. These schools were not popular at first, but the prejudice against them after a time died away, more or less rapidly according to the disposition and deportment of their conductors. Public sentiment with regard to the education of the negro also changed. By the organic law of the State the colored man and his children became entitled to certain rights which could not lawfully be denied them, and it was not long before as sentiment became predominant that, as he was a citizen by law, it was not less the interest than the duty of the white people to see that at least his children were prepared, as best they could be, for the exercise of the duties of citizenship.

Among the earliest school functionaries in the State to take action in this matter was the board of school commissioners of Mobile County.

Some account of the beginning, progress, and extent of their work will be found in the succeeding chapter.

The first school established in Mobile, if not the first in Alabama, for teaching colored children was, undoubtedly, the school organized in the building known as the Blue College, which was purchased for the purpose jointly by the Freedmen's Bureau and the American Missionary Association. These were, necessarily, primary schools, but they have developed into an academic school, and are now under the sole control of the American Missionary Association. Other colored schools have been aided, or maintained, in the State by the American Missionary Association, the Pittsburg Freedman's Aid Commission, the Freedman's Aid Society of the Methodist Episcopal Church, and the Westchester Aid Society of Pennsylvania.

It is believed, however, that all these societies, except the American Missionary Association, have withdrawn from Alabama, and that the work of educating the colored children of the State is carried on by the latter association, the Mobile school commissioners, and the department of education of Alabama.

CHAPTER II.

PUBLIC SCHOOLS FOR COLORED CHILDREN.

First Attempt by the American Missionary Association and the Freedmen's Bureau to Establish Schools for Colored Children—Early Action on the Subject by the Mobile School Commissioners—Action of the Board of Education—Difficulties Encountered in the Work—Remarkable Growth and Progress of these Schools in the Last Decade.

During the school year 1868-69 there appear to have been some colored schools taught in several counties of the State, but the statistics of these schools are meagre, and the results attained were probably more meagre still.

The board of school commissioners of Mobile County took official action in the matter of schools for colored children as early as the month of May, 1867, when a committee was appointed "to inquire whether our system of public instruction can be extended to colored children in Mobile, and, if so, to report in what manner, and by what means, such instruction can be most effectually accomplished." In the following August this committee made a partial report to the effect that a correspondence had been had with the superintendent of education of the Freedmen's Bureau, who expressed gratification at the disposition manifested by the board, and stated that the sum of \$12,000 had been appropriated by the Bureau to erect buildings in Mobile for the use of colored schools. At the meeting in October, 1867, Rev. E. D. Taylor

(colored) appeared before the board to ask for aid in the erection of a building to be used for school and church purposes. On October 16th application was made by the agent of the American Missionary Association, asking aid to purchase the building known as Pinney's College, for colored schools. This building was subsequently purchased by the Missionary Association, aided by the Freedmen's Bureau.

On January 10, 1868, a resolution was adopted by the board directing the secretary to ascertain the amount of school taxes paid by the colored people, and appropriating the entire amount, when ascertained, to the support of schools for colored children. On August 24th the committee on colored schools reported the "outlines of a system for colored schools, providing for three schools in the city, to comprise all grades that might be found requisite to meet the capacity and acquirements of the pupils, and so located as best to accommodate the different centres of the colored population, and made, with respect to teachers, discipline, and thoroughness, equal to the best schools of similar grade in the city." The committee determined that, for the country districts, schools be established in neighborhoods "where the colored population is large enough to justify it; no school to be kept for a shorter period than three months." This report was unanimously adopted, and the committee on school districts were authorized to make all needful arrangements for school-houses for colored schools.

On November 11th the executive committee reported the opening of two colored schools, and a proposition, made by them to the American Missionary Association, to employ the teachers and take charge of the schools in the Blue College, and submitted a letter from the secretary of the association declining the proposition.

The following public colored schools were taught in Mobile during the scholastic year ending June, 1868:

Creole School, attendance	184
Good Shepherd School, attendance	110
Stone Street School, attendance	325
Little Zion School, attendance	300

Four schools, with a total attendance of 919

In the autumn of 1868 an additional colored school, called the St. Peter's School, was put in operation, which on December 1st had an attendance of two hundred and sixteen pupils. By the year 1871, when the first accurate statistics of the colored schools in the State were furnished, there were seven hundred and fifty-one primary, one hundred and forty-three intermediate, twenty-six grammar, and two high schools, nine hundred and twenty-two in all, for colored children in Alabama, with a total enrolment of 54,336 and an average attendance of 41,308.

Nine hundred and seventy-three teachers were employed in these schools. Ten years later (1878) there were one thousand four hundred and sixty-eight schools for colored children taught in Alabama, with an enrolment of 63,914 and an average attendance of 41,659.

The next year (1879) there were one thousand four hundred and ninety-one public schools for colored children taught in the State, employing one thousand and eighty-nine male and four hundred and ninety-six female teachers. The number of pupils enrolled was 67,386, and the average daily attendance was 46,438. The total school population (colored) for the year was 162,561. The average cost of tuition to the State per pupil, based on enrolment, was, white, one dollar and ninety-one cents; colored, two dollars and ten cents.

Two years later (1881) the enumeration of colored children of school age was 170,413; number of colored schools taught, one thousand five hundred and ninety-one; number of teachers, one thousand six hundred and forty-five; number of pupils enrolled, 68,840; average daily attendance, 48,476.

In 1882 the amount of \$152,890.43 was paid by the State to one thousand five hundred and eight teachers of colored schools, who taught an average of seventy-eight days each. This does not include the amount paid to colored normal schools, which will appear hereafter.

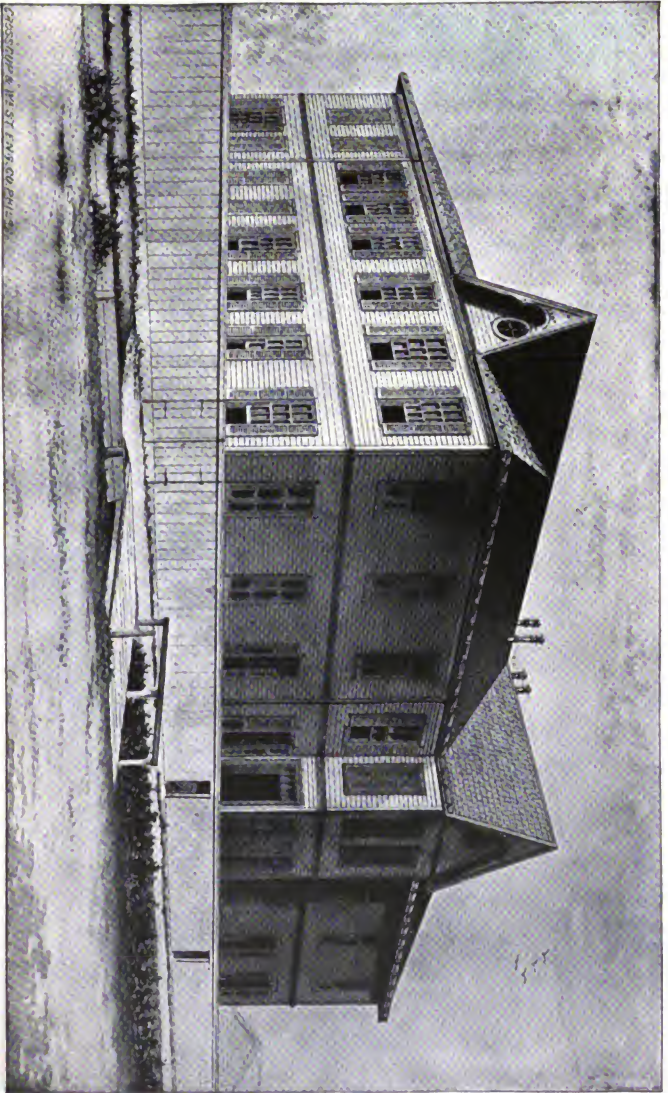
In 1884 the amount expended by the State for colored schools increased to \$202,130.91; the number of pupils taught, to 81,065; the number of schools to one thousand seven hundred and ninety-seven; the number of teachers to one thousand seven hundred and twenty-four; and the average duration of the schools to eighty-three days.

The annual report of Superintendent Palmer for the school year ending September 30, 1888, gives the enumeration of colored children of school age as 212,821; the amount paid colored teachers, \$183,933.97; the number of colored schools taught, one thousand nine hundred and fifty-eight; the number of teachers employed, one thousand eight hundred and seventy-five; the enrolment in the public schools, 98,919; the average daily attendance, 66,424; average length of schools, sixty-seven days.

In Mobile County there were thirty-one schools for colored children, employing fifty-one teachers, nearly all colored, with an average enrolment of forty pupils to a teacher. There are now in Mobile County several good buildings for colored schools, and there has recently been erected, for the higher grade colored schools, a large and commodious building, called the Broad Street Academy.

Great care is taken in the selection of teachers, and, to secure the best talent and preparation in this direction, a teachers' class for the instruction of colored teachers is held weekly in Mobile, conducted by the able and untiring superintendent of education, Prof. E. R. Dickson.

An examination of the statistics herein given will lead the unprejudiced mind to the conclusion that, in educational matters at least, the colored children of the State have long had, and now have, their full share of the benefit of the public school system, and that, to a large extent, they are availing themselves of the advantages offered them.



BROAD STREET ACADEMY (COLORED), MOBILE.

The chief obstacle in the way of their educational progress appears to be the irregularity with which they attend school; the slightest excitement in the streets, or the most trivial events, being sufficient to keep them from school. The contrast between the enrolment and average attendance, when the colored schools are compared with the white schools, is very striking and suggestive.

CHAPTER III.

NORMAL AND ADVANCED ASSOCIATION SCHOOLS FOR COLORED PUPILS.

State Normal School and Colored University at Marion—Name Changed to Colored People's University of Alabama—Removed to Montgomery—Normal School at Huntsville—Normal Industrial School at Tuskegee—Emerson Institute, Mobile.

The first attempt at normal school instruction for colored students in Alabama was made under authority of an act of the board of education, approved December 2, 1869, which provided for four normal schools, each of which was to comprise two separate and distinct departments, one for white students, the other for colored students. From the fact that very few, if any, colored children in the State were, at the time, sufficiently advanced in study to furnish material for a normal class, it could hardly be expected that so premature a scheme would be successful. It is not surprising, therefore, that Superintendent Hodgson should remark in his report for 1870, referring to the normal schools, "this department has no information as to the good they have done."

An appropriation of eight thousand dollars for one white school and two normal schools for the education of colored teachers was made in 1870, but does not seem to have been used for the purpose, as it reverted to the treasury, and was re-appropriated the ensuing year. There was then in existence a normal college for colored teachers, located at Huntsville. The Marion school received an appropriation of two thousand dollars for the year 1874; the Huntsville school one thousand dollars for the same period.

NORMAL SCHOOL AND UNIVERSITY AT MARION.

This school was organized pursuant to an act of the board of education passed in 1883. The first section of this act provides that "if the president and trustees of the Lincoln School, located at Marion, shall place at the disposal of the board of education the school building for the use of said normal school and university, there shall be permanently established in said building a State normal school and university for colored teachers and students."

Section 7 of said act reads as follows :

“Be it further enacted, That it shall be the duty of said board to organize a normal school upon the most approved plan, and in connection therewith a university department, in which such a course of instruction shall be established as shall meet the wants of the colored race and provide for their education in the higher departments of learning; it being the intent and purpose of this act to provide for the liberal education of the colored race in the same manner as is already provided for the education of the white race in our university and colleges.”

The directors of the Lincoln School having acceded to these terms, the State Normal School and University was established at Marion, and opened for students in 1874. During the first year there were from thirty to forty pupils in attendance, with but one teacher. In 1875 the school was placed under the care of a board of directors, of which Hon. John Moore was elected president; three teachers were elected for that year, and the attendance increased to seventy pupils.

Professor Card, the principal, reported that “thirty of the pupils were employed in the public schools last year as teachers, and that the demand for well-qualified colored teachers is greater than the school can supply.”

Besides reading, writing, spelling, geography, and grammar, there were taught drawing, composition, arithmetic, algebra, geometry, physiology, Latin, methods in teaching, and chemistry.

The appropriation to this school was increased in 1878 to four thousand dollars, but it appears from the reports that only three thousand and ten dollars were expended. The session was a successful one, seventy-nine pupils having been satisfactorily instructed. At the close of the session Professor Card resigned the presidency, and Prof. W. B. Patterson, then teaching in Hale County, was elected to succeed him; an additional teacher was also employed.

The session of 1878-79 opened encouragingly; there were one hundred and twenty-seven pupils registered, of whom fifty-four were males, seventy-three females; twenty of these had taught public schools the previous year. Professor Patterson says, in his report: “The average daily attendance is remarkably good, and the general deportment of the students is all that could be desired.” He also says: “There is now more enthusiasm and interest among the colored people, in regard to the school, than has ever before been manifested.” The growth of this school during the session ending June, 1879, was almost phenomenal; from an enrolment of seventy-nine in 1878 it sprang to an enrolment of two hundred and eleven—more than one hundred per cent. increase in one year. Of this attendance, fifty-three had taught school, and seventy-three, including these, desired to become teachers.

The trustees during the season purchased a new and eligible site for the school, and removed the building formerly occupied to the new location. The trustees, in their annual report for the year ending June,

1880, say that "the steady increase of pupils renders an enlargement of the building occupied absolutely necessary;" and ask for an appropriation for that purpose by the Legislature.

The total number of pupils entered in 1880 was two hundred and twenty; the president reports thirty-one students in algebra, thirty-one in geometry, twenty-two in physics, thirty-one in Latin, six in Greek, nine in chemistry, and three in French.

The enrolment for the year ending June 30, 1881, was two hundred and twenty-two; the graduating class consisted of eight students, two in the university and six in the normal course. The preparatory department contained from fifty to sixty pupils. Of the general conduct of the students the president remarks that "no case of disorderly or immoral conduct has come to our notice; so quiet and orderly have they been that few of our citizens were aware that so many were in attendance here."

The attendance in 1882 fell to one hundred and seventy-two. The president attributes this falling off partly to short crops and partly to "objections to the school, which are made by other schools soliciting patronage." There were nine graduates this year, two in the university and seven in the normal school course.

In 1883 the enrolment increased to two hundred and eleven; a new building was completed in August, and an additional teacher was added to the corps of instructors.

In the next session a model school, or school of practice, was organized, in connection with the normal class, of which the members of the Senior class took charge by turns. The president mentions, as pressing wants of the school, an industrial school and a boarding department. In his annual report, President Lovelace, of the board of directors, says of this school: "It is with pleasure that I am enabled to state that Professor Patterson and the entire corps of teachers are deeply interested in the moral and religious, as well as the intellectual, culture of the students and pupils under their charge, and I believe that an influence of incalculable good has, and will continue to revert to the colored people of the State, from the educated colored young men and women who annually go out from this school."

The total enrolment for the school year 1883-84 reached the large number of three hundred and three students, of whom one hundred and seventy-seven were in the normal department; there were nine graduates, seven of whom commenced to teach as soon as they left school. The president, speaking of professional training, says that nothing in that direction could have been done but for the timely assistance rendered by Dr. Curry from the Peabody fund. The directors during the year established an industrial department, the means for which were furnished from the Slater fund, through Dr. Haygood, general agent; a carpenter shop was erected for the boys, supplied with work-benches, tools, scroll-saw, and turning-lathe, and a work-room for girls, fitted up

with sewing-machines. Two teachers devoted their entire time to this work.

The next session the enrolment of this school was four hundred, comprising pupils from all parts of the State.

For reasons satisfactory to its members the General Assembly of 1886-87 thought proper to remove this school from Marion. An act was passed practically abolishing the State Normal School and University, and providing for another institution, to be located elsewhere and to be called Alabama Colored People's University. This act appropriated ten thousand dollars for a building and seven thousand five hundred dollars a year for the support of the University, and provided a board of trustees, of which Governor Seay was *ex-officio* president and Superintendent Palmer a member *ex-officio*, to locate the same and manage its affairs. After considering the offers of several places, the school was finally located at Montgomery, the colored people of that city having pledged and secured to the trustees five thousand dollars in money and lands for the use of the University to influence the location, and the president was authorized to rent temporary buildings until the building provided for in the act should be erected. The school was opened October 3, 1887, in a church building, with a small number of students.

The attendance gradually increased until, before the year closed, an enrolment of three hundred and fifty-eight was reached.

Meanwhile the constitutionality of the act was contested in the courts, finally reaching the supreme court of the State. The decision by that tribunal, rendered in the following April, held "that the seventh and tenth sections of the act are unconstitutional, and as what remains is incapable of full execution, according to legislative intent, the entire act fails." The ground taken was that the appropriations for common schools can not be used for a university. The effect of this decision was to prevent the further use of the money appropriated in the act, but it revived the State Normal School at Marion. As it was not deemed expedient for the interests of the school to return to Marion, it was decided to remain in Montgomery until after the next session of the General Assembly, when definite action could be taken.

The second session opened in September, 1888, with an attendance of two hundred and fifty, which, by the middle of November following, was increased to five hundred. The school is now divided into three departments, called normal, preparatory, and industrial. There were no students applying of sufficient attainments to undertake a college or university course. The failure to receive the appropriation provided in the act was naturally a serious disappointment to the managers of the university.

The first instalment of twenty-five hundred dollars was drawn before measures were taken to test the constitutionality of the act, and they received five hundred dollars from the Peabody fund, with which, by the aid of voluntary contributions by the colored people they were

enabled to carry on the school through the school year. They incurred an indebtedness, however, of about four thousand dollars.

In closing his report to the State Superintendent of Education, Professor Patterson says: "I desire to thank the citizens of Montgomery of both races for the moral and substantial aid given to the university during the past year; to the Governor and yourself I offer my profoundest gratitude."

HUNTSVILLE COLORED NORMAL SCHOOL.

This school was organized as early as 1875, but the records are scant respecting it for two or three years thereafter. It received an appropriation of one thousand dollars a year from the State, and had two teachers and from fifty to sixty pupils. In 1878 Mr. W. H. Council was the principal and C. R. Donegar assistant teacher. The entire cost of the school that year was eleven hundred and two dollars and fifty cents. The chairman of the board of trustees reports the school in a prosperous condition, with an average monthly attendance of sixty-six pupils.

In 1879 the appropriation for this school was doubled and made two thousand dollars per annum. The teaching force for the year was increased to four, and the annual report says: "The average attendance was much larger than any previous year; our school is in a flourishing condition and doing much good in preparing teachers for their responsible position."

In 1881 the number of pupils increased to one hundred and thirty-three, with an average attendance of ninety-four; of these, eighty-six studied geography; seventy-one, grammar; thirty-eight, history; seven, algebra; and six, book-keeping.

The report of the chairman of the board of trustees to Superintendent Armstrong, dated October 18, 1882, states that the enrolment for the preceding school year reached two hundred; that the board had purchased "one of the most desirable locations" in Huntsville, and had it deeded to the State. The additional aid from the Peabody fund (five hundred dollars per annum), and strict economy in expending the annual appropriation from the State, enabled them to make this purchase. A two-story brick building stood on the lot, which had been altered to make it available for school purposes. They had also commenced collecting a library, and had established a reading-room for the benefit of the colored people of that portion of the State, to which the leading publishers of the North, the Government Departments at Washington, and several private individuals had liberally contributed. The trustees also paid a high compliment to Mr. W. H. Council, the principal of the school, for the skill and ability displayed by him in conducting the school. They say:

"It is to his indefatigable energy, self-denial, and devotion to the educational interests of his people that we owe, in a great measure, the success which has crowned our efforts."

The year 1883 was the most prosperous experienced in the history of the school. The enrolment was two hundred and sixty-eight, and the average daily attendance one hundred and forty-two. The large difference between the enrolment and the average attendance arose from the fact that many pupils who were entered in the primary and intermediate departments were afterwards sent to the public school of Huntsville. The report of the year says that "teachers from this school find ready employment, and never fail to render satisfactory services."

The year 1884 was also a very prosperous one for the school, "the only drawback having been the difficulties under which the board labored with respect to buildings." The average attendance was one hundred and twenty-nine. Certificates of completion of the lower normal course were given to six graduates. An industrial department was begun, but had not passed the embryo state.

From 1884 to 1888 marked progress was made in this school, as will be seen by the following statistics:

The total enrolment for 1888 was	302
The number taking the normal course was.....	135
Officers and teachers employed	11
Number of students employed as teachers in model school.....	51
Number of graduates.....	6

In the industrial department thirty-seven girls were taught to use the ordinary needles, and then advanced to the use of the sewing-machine. In the carpenter shop a class of sixteen were taught to make various articles in wood for use in the school-rooms, and at the close of the term the class was at work upon a set of furniture for use in the new dormitory, then nearly completed. This building will afford accommodations for about fifty students.

This school has recently been the recipient of a donation from the Slater fund.

NORMAL SCHOOL AT TUSKEGEE.

Another normal school for colored students was established by the General Assembly at the session of 1880-81, to be located at Tuskegee, with an annual appropriation of two thousand dollars from the State. This school was opened July 4, 1881, with thirty students, and the session closed with sixty-six. There were three teachers employed. Of the students, eighty-one were non-residents. The building occupied by the school was erected during the summer by contributions by citizens of Tuskegee and by friends in the Northern States. It is three stories high, not including the basement; has six recitation-rooms, a large chapel, a reading-room and library, office, dormitories in the third story for girls, and is to have a boarding hall in the basement.

There are three smaller buildings on the place, devoted to the use of the school. The friends of the school have bought a farm of one hundred acres, in order to give the students a chance to pay a part of their

expenses in work, and, at the same time, obtain intelligent training in the best methods of farming. During the year the sum of \$5,521.94 was contributed, in one form or another, to the school, outside of the State appropriation of two thousand dollars.

In the second year of the school there was an attendance of one hundred and twenty-six pupils. A brick-yard had been opened on the farm, for giving employment to the boys, and making the brick for a substantial brick building. The number of teachers was increased to four.

The third session closed May 29, 1884, with one hundred and sixty-nine students and ten officers and teachers in all the departments. The course of study occupied four years; all the students attending that year are recorded as entering the normal school.

The new building was in course of construction; it is forty-six by seventy-six feet, and four stories high. By the aid derived from the Slater fund, a carpenter shop and a blacksmithy, well provided with proper tools, have been added to the industrial department.

The contributions for this school, outside of the State appropriation for the year, were \$8,365.90, mostly for permanent improvements.

Animated by such a spirit of progress and devotion to their work, on the part of trustees and teachers, and sustained by such valuable friends as have rallied to this school from the beginning, it is not surprising that its growth should have been both rapid and substantial. From 1884 to 1888 the improvement was almost marvellous; the attendance increased from one hundred and sixty-nine in 1884 to five hundred and twenty-five in 1888, and the amount expended in the erection of buildings, etc., outside of the appropriation by the State, reached the considerable sum of \$76,060 from July 4, 1884, to October, 1888. Of the large number of students, four hundred and twenty-five were in the normal school and one hundred in the training school; twenty-four officers and teachers were required. The number to graduate in 1889 is twenty-six; total number of graduates to date forty-two, who, with one or two exceptions, have taught in the public schools of the State and given satisfaction.

The industrial department has been amplified, and seems to be managed with enterprise and discretion. Students can now receive instruction in farming, brick-making, carpentry, painting, brick-masonry, plastering, blacksmithing, wheelwrighting, mattress-making, saw-mill work, printing, sewing, cookery, laundry work, general housekeeping, etc. A three-and-a-half story brick building has just been completed, entirely by students' labor, except the roofing.

Facts like these need no comment; they speak for themselves.

EMERSON INSTITUTE.

Among the private educational enterprises undertaken for the benefit of the colored people of Alabama this institute, whether considered

with regard to age, excellence, or achievement, is entitled to a place in the first rank. Under the name of Blue College it was organized in Mobile while the Federal forces still held command in the city and State, and, although it has met with discouragements and disasters, it "still lives," and is doing a good part in the education of the colored children of the State. It is the property of the American Missionary Association, under whose auspices it has been conducted from the beginning.

Started before the public school authorities were in condition to even consider the matter of educating colored children, and at a time when there was no money in the South to pay for their instruction, had the will been ever so great, it may justly be considered as a pioneer in the work of education for the negro race, and as a benefactor worthy to be held in grateful remembrance by the colored people. At first the school did not attempt to go beyond the studies of the common schools; indeed it could not have found material to teach anything higher; but in 1872, by the liberality of Mr. Emerson, of Illinois, the association was enabled to add an academic and a normal school department, with boarding school accommodations. The name was then changed from Blue College to Emerson Institute. In April, 1873, the commodious building occupied by the school was destroyed by fire. The school was, however, continued by two of the teachers under many unfavorable circumstances, until removed to the present Mission Home.

In 1877 a purchase was made of Holley's Garden, a pleasant location, more convenient to the colored people; later, in 1878, a new brick building was erected on the new site. Here the school was carried on, without interruption, until January, 1882, when this building also was destroyed by fire. The school was then carried on in two different church buildings belonging to colored people, until the present commodious and conveniently arranged building was ready for use.

Here the school is now conducted and is in a prosperous condition. The Faculty consists of ten instructors; Mr. Charles W. R. Stevens is the principal. There were three graduates of the higher normal class in 1876, two in 1880; and in the normal class there was one graduate in 1880, two in 1884, and nine in 1887. The attendance during the school year ending May 28, 1888, as given in the catalogue, was as follows:

In normal grade: Class A, 8; Class B, 8; total	16
In grammar school: Class A, 14; Class B, 15; total	29
In intermediate school: Class A, 20; Class B, 30; total	50
In B intermediate school: Class A, 23; Class B, 30; total	53
In A primary school: Class A, 10; Class B, 60; total	70
In B primary school: Class A, 16; Class B, 31; total	47
In C primary school: Class A, 49; Class B, 38; total	87
Pupils in music 12; not counted above	3
Total.....	355

[Whole Number 161]

BUREAU OF EDUCATION
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EDITED BY HERBERT B. ADAMS

No. 9

THE HISTORY
OF
FEDERAL AND STATE AID TO HIGHER EDUCATION
IN
THE UNITED STATES

BY

Wilson
FRANK W. BLACKMAR, Ph. D.

SOMETIME FELLOW IN HISTORY AND POLITICS IN THE JOHNS HOPKINS
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WASHINGTON
GOVERNMENT PRINTING OFFICE
1890

LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

Washington, D. C., February 19, 1889.

SIR: I have the honor to transmit the monograph on Federal and State Aid to Higher Education in the United States, prepared by Mr. Frank W. Blackmar, fellow in history and politics in the Johns Hopkins University, which represents the progress of the State idea in education from the foundation of the colonies to the present time. It shows the attitude of each colony and of each subsequent State toward colleges and universities, and recounts that part of the legislative and financial history which relates to advanced learning in the several commonwealths. The writer discusses the rise of national education, with its relation to local, and brings forward the opinions of statesmen and scholars concerning the duties and functions of the Government in public education. A brief history, accompanied by valuable statistics, is given of the various methods adopted by Congress to encourage and assist institutions of learning. But the main body of the work is devoted to the presentation in a condensed form of the plans pursued by the Legislatures of thirty-eight States in the treatment of higher education. The monograph represents a wide range of research, extending from the earliest colonial records and charters to the latest revised statutes.

Many inquiries of late coming from statesmen and educators for information on this subject, have created a demand for a work of this nature. There is a desire on the part of the scholars of each State to see what has been done in other States, that mistakes may be avoided by experience and the best plans and models followed. There is, likewise, a general desire for a closer study of school management and school systems, based on wider information and more careful comparison of methods and results. The financial and legislative history of education furnishes a foundation for such study and comparison. The successful management of the means of education is of prime importance; without this there is danger of complete failure. The control of the budget is the control of the State; this principle applies to institutions as well as to nations. State education has taken a strong hold, particularly in the South and West, but the problems pertaining to its management, its function, and its support, have not yet been fully solved.

To bring the results sharply and clearly before the reader, statistics have been used quite freely, while to bring the monograph in small compass much interesting and instructive material must be passed by which would find its way into a general history of education. Statistics and hard facts after all are the most enduring portion of history, and will remain, if collected with care and with a single aim to recount the exact truth whatever be the consequences, when the colored light that men have thrown on truth in the name of history has disappeared. "The statistician," says the Hon. Carroll D. Wright, "chooses a quiet and may be an unlovely setting, but he knows it will endure through all time." This monograph was written with an earnest desire to present facts, and not with a view to prove any particular thesis.

History of this sort ought to help us better to understand our educational work as it is; it ought to dispel illusions and fortify truth. As Americans we are accustomed to indulge ourselves in a largeness of sentiment that borders on boasting when we speak of our educational institutions. It is a favorite pastime with many to imagine that their particular local institution is the best in the State, or possibly in the nation, and that our system of higher education is equal if not superior to any in the Old World. The criticisms of men like James Bryce and the late Matthew Arnold, though strongly presented, are, in the main, true, and are exceedingly helpful toward a better understanding of our position. When applied to education they ought to goad us on to a higher culture and to a more elevated standard. It is idle to deceive ourselves by making our system appear greater than it is, while there are so many poorly endowed and half-equipped colleges and universities in our country, and so many thousand illiterate citizens among us.

To bring the work of the several States into comparison tends toward unity of sentiment and unity of design in education, and these make for patriotism and nationality. The influence of a single university, on the founding and organization of others, is well illustrated by such an institution as the University of Virginia or as the University of Michigan. A constant and persistent publication of the history of higher education in all of its phases will do more to harmonize our educational systems than almost any other thing. As a means of leveling local distinctions it is next to a university composed of men from all parts of the United States. Higher education needs to be centralized and harmonized.

One of the strongest inferences that may be drawn from this investigation is that in nearly every instance the foremost desire of the people has been for colleges and universities, rather than for schools of a lower grade. It was the opinion of the colonists and of the later settlers of the West and South that primary and secondary schools were essentially dependent for their existence upon higher institutions. This principle is borne out by the facts, for, then as now, wherever the best colleges and universities are, there will be found the best grade of pri-

mary and secondary schools. It is not uncommon to hear persons speak of common schools and the university as if they were entirely disconnected, and what concerned one did not concern the other. Our fathers meant by a "common" or "free" school one that was open to all persons on equal terms, and not necessarily a school of low grade. The meaning of the terms has changed, but it would be well to return to their primitive signification, and consider all schools, colleges and universities, high schools, secondary and primary, whether State or non-State, as schools of the people; and to consider further that what affects one class affects all, and that to build up and strengthen higher learning is the safest plan for insuring the perpetuity of primary and secondary schools.

This monograph was prepared at the request of the Bureau of Education by the author, under the supervision of Dr. Herbert B. Adams, of the Johns Hopkins University, and is one of the series upon the history of higher education in the United States authorized by you. I respectfully recommend its publication.

Very respectfully, yours,

N. H. R. DAWSON,
Commissioner.

Hon. W. F. VILAS,
Secretary of the Interior, Washington, D. C.

DEPARTMENT OF THE INTERIOR,
Washington, D. C., April 11, 1889.

The COMMISSIONER OF EDUCATION:

SIR: I acknowledge the receipt of your letter of February 19, 1889, in which you recommend the publication of a monograph on Federal and State aid to higher education in the United States.

Authority is hereby given for the publication of the monograph, provided there are funds in sufficient amount available for such purpose.

Very respectfully,

JOHN W. NOBLE,
Secretary.

AUTHOR'S PREFACE.

One of the chief difficulties encountered in writing the following monograph, has been to determine what schools should be classified as institutions of higher education. When treated historically higher education is quite relative in its nature. There is no line that can be drawn separating into groups schools of the same grade of work. The names of institutions are misleading; an old time academy might have been equal in curriculum and instruction to a modern college, and on the other hand a modern high school may be equivalent to an old time college. There has always been a tendency for an institution, when first founded, to take upon itself a great name with the hope of soon becoming greater than its name. All classification is at best merely relative. Under such circumstances there is only one alternative—to classify institutions appearing under the names of “college” and “university” as schools of superior instruction.

On the other hand, many normal schools have courses of instruction ranging into the classics and higher English branches. But as these schools are professional, being devoted to the preparation of teachers in the primary and secondary schools, they are naturally excluded from the classification under higher education. They should be treated by themselves, and it would be exceedingly interesting to trace the history of normal education in the United States.

The question of determining the position of pure agricultural and technical schools, where the chief work has been directed to manual training rather than to theoretical knowledge, is not easily settled. In this monograph the agricultural and mechanical colleges have been included, as upon the whole the best solution of the question.

The educational institutions for the deaf, dumb, and blind, though State schools, do not come within the range of this paper, being usually classified under “Charities.”

Many schools have been discussed which are, strictly speaking, to be excluded from the classification of superior instruction, but their intimate historical connection with schools of advanced learning renders it necessary to give them brief mention.

The difficulties attendant on the presentation of a subject extending over such a wide range of topics may be readily discerned.

The chief sources employed by the writer are as follows: (1) Catalogues, regents' reports, and collateral material, chiefly found in the

library of the Bureau of Education ; (2) the reports of the State superintendents and secretaries of Boards of Education ; (3) the Constitutions and charters of States ; (4) the revised statutes of the States ; (5) the United States Statutes at Large ; (6) Congressional literature ; (7) the acts of the Assemblies of the several States for each year ; and (8) the colonial laws and records. Useful articles in the magazines and periodicals and pamphlets containing public addresses have been suggestive and helpful.

There is also a series of monographs to which the writer has given especial attention. Included in this series are the following : The College of William and Mary, by Dr. H. B. Adams ; Thomas Jefferson and the University of Virginia, by the same author ; History of Education in North Carolina, by Charles Lee Smith ; History of Higher Education in South Carolina, by C. Meriwether ; Education in Georgia, by Charles E. Jones ; Higher Education in Indiana (MS.), by James A. Woodburn ; Education in Louisiana (MS.), by Edwin S. Fay.

There is another class of works that has been useful, including such books as Hough's History of the University of Missouri ; Bush's History of Harvard ; Ten Brook's History of Michigan University ; Smith's History of Dartmouth ; Moore's History of Columbia ; Smart's History of the Schools of Indiana ; Wickersham's History of Education in Pennsylvania ; La Borde's History of South Carolina Colleges, etc.

The writer is indebted to the Superintendents of Public Instruction and the presidents of State colleges and universities for valuable information, and desires to acknowledge the courtesy of Dr. G. Brown Goode, of the National Museum, of Col. N. H. R. Dawson, of the Bureau of Education, and Professor Newcomb. The writer has received valuable assistance in the preparation of this monograph from Messrs. Charles Haskins and Robert J. Finley, of the Johns Hopkins University.

F. W. BLACKMAR.

*Johns Hopkins University,
Baltimore, February 17, 1889.*

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THE HISTORY OF FEDERAL AND STATE AID TO HIGHER EDUCATION IN THE UNITED STATES.

CHAPTER I.

THE DEVELOPMENT OF STATE EDUCATION IN THE UNITED STATES.

EARLY COLONIAL EDUCATION.

There is no finer vista of political progress in the development of the American republic than that afforded by the changing views of education sustained by the people, and constantly modified by marked political tendencies. There is no better example of the influence of politics upon culture and learning than that presented by a historical perspective of the ideas which have developed our great educational system.

The colonists held learning as a sacred trust which they had brought from the Old World to be preserved and transmitted to posterity. They held it alike sacred to the best interests of the church and the society of a new community. But in this early period a decided political tendency in education was wanting; that is, a tendency toward that which educates the individual as a sovereign citizen and prepares him for the duties of the State. The relations of the church and the Government were very close in colonial days, and the control of the individual was frequently effected by the direct influences of both institutions. His duties in society were exactly and minutely specified, although it had not yet dawned upon the local communities that they were to become the component parts of a great republic, and consequently the political dangers of uneducated masses were not fully apprehended until the rising of the national spirit. Almost without exception the colonial governments, either through chartered rights and privileges or by means of self-government, made provisions for education by granting privileges and charters to private schools, or by establishing schools and colleges by legislative enactment to be supported in part by taxation. However, it required the united efforts of the colonists, through the church, the Government, and private benevolence, to keep learning from being "buried in the grave" of their forefathers.

It must be remembered, too, that the educational as well as the political institutions of the colonies were parts of European civilization removed across the Atlantic, here to be further developed under new conditions according to the needs of nascent States. The germs of educational systems were transplanted to a virgin soil, where, under the benign influences of free political institutions, they grew up, gradually differentiating from the old stock under the influence of new environments. The first schools in America were like those which the colonists had known in the mother countries, while education had in a great measure the same aim. The "grammar schools" of New England were modeled after the grammar schools and middle schools of old England, while the New England academies were legitimate survivals of the "great public schools" of Rugby, Eton, Westminster, and Harrow. The first colonial colleges, such as Harvard, William and Mary, Yale, Columbia, and Dartmouth were practically patterned after the old classical colleges, whose forms and curricula may be traced back to mediæval influences. But lacking in endowment, and in the support of intellectual and moral forces, these schools, planted in a new country, could not approximate to the excellence of their models in the Old World. Realizing the situation, the colonial governments came immediately to the assistance of these schools in New England and furnished a revenue by means of taxation.

At the time of the founding of the Dutch and Swedish colonies, the church in Holland and Sweden was a state institution to which education was intrusted. Hence we find the schools in these colonies following the policy of the mother countries, by giving into the care of the church the education of youth. The church edifice was the primitive school-house, and frequently the pastor of the church, the school-master. After the beginning of English dominion over the Swedish and Dutch territory, things were somewhat changed, although the old schools in many instances continued for a long time. Penn's frame of government, drawn in England before the settlement of the English colonists, authorized schools on the English plan, and it was doubtless intended that aid should be given them by revenues raised by taxation. For a long time, however, the chief work of the assembly was to create and not to support the schools; for they were maintained both by the church and private enterprise.

The school organized by Benjamin Franklin, however, determines the colonial policy in its developed state—that of creating the school and assisting private benevolence in its support.

Colonial Virginia inherited a university created in England, endowed with land, and supported in part by subscription and donations. The ground for the university was surveyed, but before it could be located a devastating Indian war swept away the entire scheme. But the type and policy of the original movement may be seen in the later-formed William and Mary College, which was supported by private aid,

by taxation, and by royal endowment. The institution and the church were closely united, and the colony contributed to the support of both. Maryland followed closely in the footsteps of Virginia, first in the support of the Virginia college, and secondly in the support, by taxation, of schools founded by subscription, created by the government within her own territory. These county schools were State institutions according to the definition of the term in those days, and afterward made possible the colleges of Washington and St. John, with their State endowments. Farther south, in the Carolinas and in Georgia, we find the same general plan and purpose of education. The schools were modelled after those of England and were considered to be the charge of the colonial government. But as elsewhere noted¹ the schools did not flourish in the sparsely settled Southern districts as well as they did in the village communities of the North.

The dominant spirit in early colonial education was benevolence. Its whole force was spent on the moral elevation of society and on the support of religion. Theology was taught in nearly every college, and the propagation of the Gospel was an important factor in all education. By those who legislated from across the water in favor of education, the benighted colonists and the rude Indians were viewed in the same charitable light. And yet in every instance in which the colonial governments touched upon education, they considered it a legitimate function and part of their solemn duty to create schools, control them if need be, and support them when necessary. Particularly was this true of higher institutions of learning. Schools of lower grade might be carried on by the single efforts of individuals under sanction of the government, but the investments necessary to support a school of learning required special control and supplementary aid from the State. To this end it was the policy of colonial governments in general to protect, guide, and assist private benevolence in education. They exempted members of colleges from military duty and from taxation, and, having created colleges, freed their property from taxation and assisted them in their support by levying taxes upon the people. Thus the germs of the later educational policy were gradually developed, although the church and the State, so closely united in early education, have become almost entirely separated.

If in the early records of the colonies we find that the general court has taken the initiative in founding schools, as in Maryland and Virginia, in Connecticut, Massachusetts, and New Hampshire, it must still be remembered that the "affairs of the church and the affairs of the State were subjected to the same general control,"² and consequently the early colleges "were established and supported by a two-fold agency—of the masses of the people on the one hand, and of private

¹ See section on "Virginia."

² C. K. Adams: Address on Washington and the Higher Education, 6.

benevolence on the other.”¹ “It is worthy of note that the contributions of the colonists were at first more or less voluntary in their nature. The church and the commonwealth were closely allied; and as all who received the benefit of the former felt it their duty to contribute to its support in proportion to their means, so they were also expected to give in like manner to the maintenance of the latter.”²

GENERAL POLICY OF THE STATES:

After the Declaration of Independence the provisions relating to education assumed a more decidedly political tone. Sentiments began to be expressed in favor of universities, created, controlled, and supported by the State. The colonies had received a new political baptism, and the ideas of sovereign States began to grow and the national consciousness to awaken. With this new political awakening came enlarged views of the needs of political education for a sovereign people. To the ideas already existing in favor of education for the preservation of learning, for the social, moral, and religious improvement of communities, there was added a new zeal for educated citizenship. Pennsylvania in the Constitution of 1776 provided for the support of “one or more universities.” North Carolina followed the same year with a similar provision. Many other States adopted the same measure, either by constitutional provision or by legislative enactment. The charters of the older colleges were confirmed with all their privileges guaranteed. In the majority of the new States, private and sectarian schools received the aid of the Legislative Assembly through taxation, grants of land, or protective laws.

The principal ways in which the several States have aided higher education may be enumerated as follows: (1) by granting charters with privileges; (2) by freeing officers and students of colleges and universities from military duty; (3) by exempting the persons and property of the officers and students from taxation; (4) by granting land endowments; (5) by granting permanent money endowments by statute law; (6) by making special appropriations from funds raised by taxation; (7) by granting the benefits of lotteries, and (8) by special gifts of buildings and sites. Nearly all of these methods originated among the colonies and were adopted by the States.

GRANTS AND APPROPRIATIONS.

Harvard College was aided by the first six methods; Yale received a permanent tax endowment, and special appropriations of land and money; Columbia College received special grants of land and money; the University of Virginia received grants of land and permanent tax endowments; Georgia was one of the first States to grant a large landed

¹C. K. Adams: Address on Washington and the Higher Education, 6.

²R. T. Ely: Taxation in American States and Cities, 109.

endowment; South Carolina supported her State institution by a permanent tax endowment; and Maryland granted to her first two colleges a permanent endowment supported by taxation.

Other striking examples might be cited, but it is not necessary, as these will show the general trend of legislation, and that is sufficient for our present purpose. There has been a manifest tendency in all legislation to foster learning and favor those connected with institutions of higher education, and it is no small matter that so many of the States of the Union have declared in their Constitutions for the protection and fostering care of higher education.

Nearly every State Constitution has a section relating to the encouragement of science, literature, learning, etc., and out of the thirty-eight States, two have provisions authorizing the establishment and maintenance of a State university, while twenty-four States have established universities by statute laws.

EXEMPTION FROM TAXATION.

One of the earliest methods of favoring colleges was the exemption of college property from taxation, which to all intents and purposes is equivalent to granting special appropriations in the several cases, equal to the amount of taxes on property of equal value. This custom was almost universal among the colonies, and even extended so far as to exempt in several instances the property of the members of the college or university. Thus, Rhode Island formerly exempted all the property of the professors of Brown University from taxation, but when the charter was revised this feature was amended, so that now the property of each professor is exempted to the extent of ten thousand dollars only. The principle of exemption of educational institutions from taxation has been so grounded in the nature of our Government as to represent a practicably irrevocable law.

Historically, no more settled and constant policy has ever been adopted by so many States in regard to higher education.¹ In the majority of the States either constitutional provision or statute law exempts property in actual use for educational purposes, while several go further and exempt the productive funds also. It would be difficult to estimate the number of millions of dollars thus expended during the history of our country for the support of higher learning; for it is assumed that an exception in favor of property invested in educational institutions must necessarily increase the taxes on other property, which is equivalent to voting a tax for the support of education.

According to the Report of the Commissioner of Education for the year 1885-'86, the total amount of productive funds of three hundred and forty-five colleges and universities situated in forty-three States and Territories in the United States was \$49,687,378. The total valu-

¹See Appendix A.

ation of unproductive property (college grounds, buildings, and apparatus) amounted to \$43,565,413, and the total appropriations for higher education by the several Legislatures were \$862,580. Had the unproductive funds been freed from taxation there would have been voted for higher education the additional sum of \$1,306,962. If the productive funds had been also exempted, this amount would have been increased to the sum of \$2,797,583.¹ Compared with the work to be done this seems but a small item of assistance, yet it means the education of some thousands of young men yearly, a constant factor in the encouragement of higher learning.² A careful consideration of this subject will show how universal has been the policy of the several commonwealths in encouraging learning in all its forms, in appreciating the necessity of advanced education, and in supplementing and encouraging private benevolence.

There is still another principle involved. The State not only recognizes the absolute necessity of superior education for the moral, social, and political well-being of its subjects, but it acknowledges that private and sectarian schools are performing work that otherwise would legitimately devolve upon the Government. To this common policy there is one exception. The comparatively new State of California, upon the principle that all property ought to be taxed, levies upon the property of institutions of learning. Having established its own university by the aid of the Federal Government, it recognizes no others as necessary to the well-being of the State, but regards them all as private business enterprises and requires them to assist in the support of the Government by direct taxation. It is a remarkable instance of the reversal of a time-honored policy which has taken deep root in the constitution of educational society. I say reversal, because soon after California became a State the Legislative Assembly granted aid to non-State institutions. An historical retrospect of the relation of the State to education may be presented in a few propositions, as follows: (1) in colonial times State, private, and church benevolence worked together; (2) subsequently private and church schools were prominent, still being aided by State appropriations; (3) the gradual cessation of State aid to private and church schools, and the growth of State universities. On the other hand, freedom from taxation continues, with more guarded provisions; the privileges of members of the non-State schools are growing less, until a State on the Pacific coast taxes education and taxes benevolence.

We may infer from the foregoing facts that there is a tendency of States, not to do *less* for higher education, but to do *more*, and to do it in a methodical way for a particular purpose. There is a wider differ-

¹In every State except California the unproductive property is freed from taxation to a greater or less extent, and the productive funds of colleges are exempt in many States.

²In the same year \$1,568,433 were received from tuition fees, and from all other sources not named above the sum of \$1,739,723. The total number of students in attendance was 67,642.

entiation of State and non-State schools than formerly. There is a wider separation of church and State in matters of education. The old classical school is supported by the church, while there is a growing tendency on the part of the State to build universities for educational and industrial purposes.

The policy of early legislation is about to be realized concerning State institutions. A review of the history of the State universities, particularly of the West and South, for the past ten years will show a progressive tendency. At the present outlook it seems that there will be one well-established State institution or its *equivalent* in every State, for the promotion of those studies which pertain directly to the political and industrial sides of education. But this does not imply that non-State institutions should not receive assistance, encouragement, and protection. Every class of citizens should receive due representation, and when a very large proportion demand educational institutions constituted after their own manner of thinking, it is not only the privilege of the State to sanction by its laws the creation of such institutions, but its duty to at least see that no injustice is done, and that its attitude is in every respect encouraging. So long as these institutions make for a better citizenship, a higher learning, and a general improvement of the people, it is absolute folly for the State to tax their efforts. It is to "tax the light" and discourage private benevolence. "Nothing yields so large a return to the tax-payer as this exemption" ¹ of educational institutions from taxation.

Education is not a money making business; it is either a benevolence or a public defence. There is not an institution of advanced learning that can pay its way by tuition. There has been a sacrifice by the people at large through the State, or by individuals, or by organizations and associations. Referring to two of the foremost political economists, Adam Smith and John Stuart Mill, we find that their doctrines oppose the practice of the taxation of institutions of learning. Adam Smith's fundamental law of taxation seems to bear directly upon the question, when it declares that "The subjects of every State ought to contribute toward the support of the government as nearly as possible in proportion to their respective abilities, that is, in proportion to the revenue which they respectively enjoy under the protection of the State."² Who ever heard of an institution of learning enjoying revenues as stock-owners in a railroad company enjoy dividends? Does any one ever hear of educational institutions of higher learning declaring dividends to individuals? Education is on an entirely different basis. When a college or a university gets money, it buys books, builds libraries, purchases apparatus, employs extra teachers, or erects a new building, that the youth of the country, the best wealth of the State, may be better fitted for the duties of citizenship and for life.

¹ R. T. Ely: Taxation in American States and Cities, 345.

² Wealth of Nations, Book V, ch. 2.

Again, Mill says in reference to taxation, that "equal sacrifices ought to be demanded from all."¹ Is it equality of sacrifice when men, by donating their means to set up a fountain of learning in the desert, are taxed by the State for their offering to benevolence? Turning to a practical example, let us suppose that Mr. A gives \$100,000 to build a library in a State university; this amount of money passes out of the range of taxable property and becomes exempt from taxation, which is quite right. The tax which was hitherto raised on this sum must now be raised on other taxable property in the State. On the other hand, Mr. B chooses to give \$100,000 to found a library in a non-State institution. If this is taxed by the State, it is evident that Mr. A's and Mr. B's property, devoted to the same cause, disposed of in the same way, and existing in the same form, will be treated in an entirely different manner by the State. Mr. B's benevolence will not only be taxed, but will be taxed at a higher rate than it would if Mr. A's benevolence were taxed. In other words, Mr. B's benevolence is taxed to support Mr. A's benevolence, which is not according to the American meaning of the term, "equality of sacrifice."

Again, it is frequently said that it would be impossible to tax the State university, and to tax it would be the same as if an individual were to pass money from one hand to the other; but this is not generally true. The property of State universities is usually made up of gifts from the National Government and from private individuals, together with accumulations upon various gifts and appropriations by the State. In most cases a large percentage of property came from other sources than from the pockets of the people through taxation. That is, for the State to give an institution one hundred thousand dollars, and then to tax the institution on this sum and two hundred thousand dollars which the State did not give, is not the same as giving money and taking it back again.

Nor is it sufficient to say, when the State has established and provided for the support of its own university, that government has done its duty to higher education. To assume this is to assume that the State has provided for the needs of all classes of the people in all of the branches to be learned, and has placed this source within the reach of all, and, having done this, has gone into remote places of the Commonwealth to bid young men to come, showing them the need of education. The State in taking such a stand assumes an imperialism in education which is entirely out of place. That we need centralization in education is evident, but not at the expense of local institutions and non-State schools. Enough can not be said in favor of that local pride which builds a college and invites young men to be educated, young men who would never be educated if left to the repelling influences of a centralized institution several hundred miles from home.

Perhaps it is well to close this argument with the words of President

¹Principles of Political Economy, p. 485.

Stratton, of Mills College, who pertinently says: "Property held for private use, or for business, or on speculation, when the gain is to inure to the benefit of the holder, should be taxed; property devoted to the public good, from which the gain inures to the public at large, should not be taxed. * * * Private benevolence should be allowed free scope to expand itself in these directions (*i. e.*, the welfare of the citizen and the existence of the State). * * * That whenever it assumes this charge it should be regarded as the friend and ally of the State in a peculiar sense, the sharer of its cares and the bearer of its burdens."

NATIONAL EDUCATION ARISES FROM LOCAL.

Whatever ideas men may have had of national education, or of national aid for higher education, the precedents of the colonies and States were already established in regard to all of the points considered. Lands had been granted by the several colonies for the maintenance of schools; schools had been supported from the public treasury. But as public sentiment grew in favor of union, there was also the accompanying development of the Federal idea of education. It was observed that education was to be the nation's defence, and as such it was advocated strenuously by the greatest statesmen. The sentiments in favor of distinctly national schools were not, however, sufficiently universal to carry out any well laid plans; and Congress, although encouraging and supporting education, has thrown the chief responsibility upon the several States.

Besides the Military Academy at West Point and the Naval Academy at Annapolis, the Federal Government has managed no schools, although by libraries and museums it has added to the general sum of knowledge. The great plan has been to furnish the various States with means for the education of all within their respective domains, although many statesmen desired a more decided policy on the part of the Federal Government.

THE OPINIONS OF STATESMEN.

After the great struggle of the Revolution was over and the minds of men were relieved from the strain of war, and political turmoil had subsided by the organization of the new government, the fathers of the republic turned instinctively toward the moral, social, and intellectual improvement of the people. Indeed, the foundation of the new government was conditional. It was made dependent upon growing intelligence. The building of the structure whose foundation had been laid could not continue unless supported by ever increasing morality and intelligence.

One can not refer to this period of the nation's history without recognizing the profound and far reaching wisdom of George Washington on all subjects of great moment. In his first message to Congress Washington says: "Nor am I less persuaded that you will agree with

mein opinion that there is nothing more deserving your patronage than the promotion of science and literature. Knowledge in every country is the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as ours it is proportionally essential."¹

After reviewing the benefits to be derived from the spread of intelligence he continues, "Whether this desirable object will be best promoted by affording aid to seminaries of learning already established, by the institution of a national university, or by any other expedients, will be well worthy of a place in the deliberations of the legislature."²

Before delivering his annual message in 1796, Washington seems to have reached a more definite conclusion on the subject, for he advocates the establishment of a national university as well as a national military academy. He says: "The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation. True it is that our country contains many seminaries of learning highly respectable and useful; but the funds upon which they rest are too narrow to command the ablest professors in the different departments of liberal knowledge for the institution contemplated, though they would be excellent auxiliaries. Among the motives to such an institution the assimilation of principles, opinions, and manners of our countrymen by the common education of a portion of our youth from every quarter well deserves attention; the more homogenous our citizens can be made in these particulars, the greater will be our prospects of permanent union; and a primary object of such a national institution should be the education of our youth in the science of government."³

And finally, in his Farewell Address, he says: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of the government gives force to public opinion, it is essential that public opinion be enlightened."⁴

These sentiments declared to the law-making body of the people were the expression of long-cherished desires and of deep-seated convictions. Washington's private life and correspondence show how sincerely he endeavored to realize his plans for higher education. He was opposed to sending youth abroad to secure their education, and advocated the establishment of a national university, that the youths coming from different parts of the Republic might be able to turn sectional pride into national feeling. In reference to these two ideas, and the desirability of a national university to counteract evil tendencies, he wrote in his last will and testament the following passage: "Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a UNI-

¹ Sparks, XII, 9.² *Ibid.*³ Sparks, XII, 71.⁴ *Ibid.*, 227.

VERSITY in a central part of the United States, to which the youths of fortune and talent from all parts thereof may be sent for the completion of their education in all the branches of polite literature, in arts and sciences, in acquiring knowledge of the principles of politics and good government, and, as a matter of infinite importance, in my judgment, by associating with each other and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned, and which, when carried to excess, are never-failing sources of disquietude to the public mind and pregnant of mischievous consequences to this country."¹ In the same document Washington bequeathed fifty shares of stock held in the Potomac Company² "toward the endowment of a university to be established within the limits of the District of Columbia under the auspices of the General Government, if that Government should incline to extend a fostering hand toward it."³ But as the Government took no energetic action in the matter nothing ever came of the wise benevolence of the far-seeing statesman except the inheritance by posterity of sound educational ideas which will certainly in due time receive their full and merited appreciation.

In his private correspondence Washington often returns to the above views, always emphasizing three points, viz: (1) the education of youth at home rather than abroad; (2) the removal of local prejudices, and (3) the promotion of political intelligence as a national safeguard. These points are strongly urged in his letter to Governor Brooke, of Virginia.⁴ In his correspondence with Adams, Hamilton, and Jefferson he is no less pronounced in favor of a national university; but with clear discernment he rejects the Jeffersonian scheme of transplanting the Geneva University bodily to America.⁵ He desired an American university for Americans. "The Father of his Country wished to save

¹ Quoted by Dr. H. B. Adams, *College of William and Mary*, 43; Sparks, XI, 4.

² Adams: *College of William and Mary*, 44.

³ The Legislature of Virginia, as a mark of esteem and acknowledgment of the great services of General Washington to the State and to the Federal Government, gave him one hundred shares of James River improvement stock and fifty shares of Potomac stock. He declined to accept the gift, but offered to direct it into channels of public use if so desired. Consequently the donation was withdrawn by an act of the Legislature, and the property was placed at the disposal of Washington, to be devoted to whatsoever public object he might direct. (Hening, *Statutes*, XII, 44.) Washington, after due consideration, concluded that the entire Potomac stock should be devoted to one object—the prospective university in the Federal City, but he left the disposal of the James River stock to the Legislature of Virginia, and that body decided in favor of endowing a seminary within the State. It was given to Liberty Hall Academy, afterward Washington Academy and Washington College, now Washington and Lee University. (Sparks, IX, 83, 142.)

⁴ Adams: *College of William and Mary*, 43.

⁵ Letter to John Adams, November, 1794; Sparks, XI, 1. For a full discussion of this subject, see *College of William and Mary*, 46, 47.

the United States on the one hand from provincialism and on the other from sectionalism," and in accomplishing these ends he considered national aid to education necessary.

Previous to the bold declarations of Washington on national education, two statesmen had taken a firm position in favor of a national university in their deliberations as members of the Constitutional Convention in 1787, over which Washington presided. These were Charles Pinckney, of South Carolina, and James Madison, of Virginia. On the 29th of May the former offered to the Convention a plan for a Federal Constitution, which, among other powers of Congress, authorized it "to establish and provide for a national university at the seat of government of the United States."¹ His plan was not accepted, and in the discussion of the Randolph constitution, Mr. Pinckney, followed by Mr. Madison, moved, on the 14th of September, to insert in the list of powers vested in Congress a power "to establish an university in which no preferences or distinctions should be allowed on account of religion."² Mr. Wilson supported the motion, but Gouverneur Morris said, "It is not necessary. The exclusive power at the seat of government will reach the object."³

The matter was dropped on the ground that Congress already had sufficient power to enact laws for the support of national education. But the discussion doubtless had its influence upon the members of the Convention, and the presiding officer certainly was in sympathy with the movement; for, fresh from the discussions in the Convention, he presented the recommendations of 1790, hitherto mentioned, to Congress. James Madison, when in the presidential chair, did not forget his earlier zeal for science. In his second annual message he reverted to his favorite idea of a national university: "Whilst it is universally admitted that a well instructed people alone can be permanently a free people, and while it is evident that the means of diffusing and improving useful knowledge form so small a proportion of the expenditures for national purposes, I can not presume it to be unreasonable to invite your attention to the advantages of superadding to the means of education provided by the several States a seminary of learning instituted by the national legislature, within the limits of their exclusive jurisdiction, the expense of which might be defrayed or re-imbursed out of the vacant grounds which have accrued to the nation within those limits."⁴

The sentiments of John Adams were expressed at every opportunity in favor of universal intelligence. He wrote to the educational committee of Kentucky as follows: "The wisdom and generosity of the Leg-

¹ Madison Papers, II, 740.

² Madison Papers, III, 1577. Mr. Madison had previously moved to place among the powers of Congress a power "to establish an university." (Madison Papers, III, 1354.)

³ *Ibid.*

⁴ *Annals of Congress*, 1810-11, 13.

islature in making liberal appropriations in money for the benefit of schools, academies, and colleges, is an equal honor to them and their constituents, and a proof of their veneration for letters and science, and a portent of great and lasting good to North and South America, and to the world."¹

The efforts of Thomas Jefferson in behalf of universal education in Virginia are well known, and the eminent success of the University of Virginia is a living testimony of his great service to his State and country.²

Though not so pronounced in favor of national aid as of State aid to education as some of his contemporaries, yet in the development of the University of Virginia he has performed a national service, in the general influence of that great institution on higher education, particularly in the southern portion of the United States. In his sixth annual message to Congress, referring to the tariff on imports, Jefferson declared in favor of Federal aid to education in the following words: "Shall we suppress the impost and give that advantage to foreign over domestic manufactures? On a few articles of more general and necessary use the suppression in due season will doubtless be right, but the great mass of the articles on which impost is paid is foreign luxuries, purchased by those only who are rich enough to afford themselves the use of them. Their patriotism would certainly prefer its continuance and application to the great purposes of the public education, roads, rivers, and canals."³ * * *

The chief service of Jefferson to education was rendered in remodeling the curriculum of William and Mary College and in founding a "university of character in his own State."

James Monroe was very pronounced in favor of the promotion of intelligence by wise legislative measures, and so expressed himself at different times to Congress.

John Quincy Adams in his first annual message, after referring to some of the powers of the Constitution, thus represents the obligation of the Government concerning education and internal improvement: "If these powers and others enumerated in the Constitution may be effectually brought into action by laws promoting the improvement of agriculture, commerce, and manufactures, the cultivation of the mechanic and of the elegant arts, the advancement of literature, and the progress of the sciences, ornamental and profound, to refrain from exercising them for the benefit of the people themselves would be to hide in the earth the talent committed to our charge, would be treachery to the most sacred of trusts."⁴

These opinions of the early fathers of the Republic concerning the education of the people clearly represent it as a national trust.

¹ Report of the Commissioner of Education, 1867-68, 320.

² Adams: Thomas Jefferson and the University of Virginia.

³ Works of Thomas Jefferson, VIII, 68.

⁴ Congressional Debates, 1825-26, Appendix, p. 8.

Although the early plans for national university education have not yet been realized, Congress has continued to favor from time to time the cause of education by grants and appropriations intrusting to the several States the responsibility of the education of youth. While the greater effort has been put forth in favor of "common public schools," much has been done to forward and support higher education. There always have been, and are now, many statesmen with a large following who adhere to the principle laid down by Thomas Jefferson, that the university is as much a public trust as is the primary school.

During the last fifty years, since the benefits of the Ordinance of 1787 have been more fully realized, and since the results of the Congressional grant of 1862 have begun to be seen, there has been an upward tendency of State education, and in many sections a growing antagonism (entirely uncalled for) between State and non-State institutions. The author of this sketch may be pardoned if, without entering fully into the discussion of this subject, he refers to it in such a manner as to show the progress of educational ideas.

Edward Everett, in his oration on "Aid to the Colleges," says: "But, sir, we are still told * * * that common school education is a popular interest, and college education is not; and that for this reason the State is bound to take care of the one and not of the other. Now, I shall not put myself in the false and invidious position of contrasting them; there is no contrast between them, no incompatibility of the one with the other. Both are good; each is good in its place; and I will thank any person who can do so to draw the line between them; to show why it is expedient and beneficial in a community to make public provision for teaching the elements of learning, and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature. * * *

"As far as individuals, many or few, are concerned, I have just as much natural right to call on the State to pay the bill of the tailor who clothes, or the builder who shelters, my children, as of the school-master or school-mistress, the tutor or professor, who instructs them. The duty of educating the people rests on great public grounds, on moral and political foundations. * * *

"We enter not into particulars; we do not presume to suggest a limit to your liberality, or to dictate the form it shall assume. But we do with some confidence call upon you to recognize and act upon the principle that the encouragement of academic education is one of the great interests of the State. We do ask you to reject the narrow, and, as we think, the pernicious doctrine, that the colleges are not, equally with the schools, entitled to your fostering care. This, sir, is not Massachusetts doctrine. It is not the doctrine of the Pilgrims. This Commonwealth was founded by college-bred men, and before their feet had well laid hold of the pathless wilderness they took order for founding an institution like those in which they had themselves been

trained, the universities of Cambridge and Oxford, in England. * * * Amid all the popular susceptibilities of the day it never entered into their imaginations that academic education, less than school education, was the interest of the entire people.¹

RECENT DISCUSSION PERTAINING TO STATE AND NATIONAL EDUCATION.

In a very able address, delivered in 1873, President Eliot,² of Harvard University, took strong grounds against State support to higher education. He held that the State might provide for universal elementary education on the ground that it was a cheap system of police for the national defence, but that no man ought to be taxed to send another man's son to the high school or college.

On the other hand, ex-President White, of Cornell University, one of the foremost champions of State education, in answer to the above argument has formulated the following propositions:³ "The main provision for advanced education in the United States must be made by the people at large acting through their legislatures to endow and maintain institutions for the higher instruction, fully equipped and free from sectarian control. I argue, first, that the past history and present condition of the higher education in the United States raises a strong presumption in favor of making it a matter for public civil action, rather than leaving it mainly to the prevailing system of sectarian development."—"I argue, next, that careful public provision by the people for their own system of advanced instruction is the only republican and the only democratic method."—"Again, I argue that public provision, that is, the decision and provision by each generation as to its own advanced education, is alone worthy of our dignity as citizens."—"Again, I argue that by public provision can private gifts be best stimulated."—"I argue, next, that by liberal public grants alone can our private endowment be wisely directed or economically aggregated."—"But I argue, next, that our existing public school system leads logically and necessarily to the endowment of advanced instruction."—"Again, I argue that the existing system of public endowments for advanced education in matters relating to the military and naval service leads logically to public provision for advanced education in matters relating to the civil service of the nation."—"Again, I argue that not only does a due regard for the material prosperity of the nation demand a more regular and thorough public provision for advanced education, but that our highest political interests demand it."—"And, finally, I

¹ Everett's Orations and Speeches, II, 618, 623, 625.

² See paper read before the higher department of the National Educational Association at Elmira, N. Y., August 5, 1873, by President Eliot, and a review of the same by John W. Hoyt, chairman of the National University committee of the above Association.

³ "National and State Governments and Advanced Education;" Am. Jour. of Soc. Sci., No. 7, 1874, 302-11.

insist that it is a duty of society to itself, a duty in the highest sense, a duty which it cannot throw off, to see that the stock of genius and talent of each generation shall have opportunity for development, that it may increase the world's stock and aid in the world's work."¹

Granted that it is the duty of the State to maintain institutions of superior instruction, there is no reason why the institution endowed by private benefaction, as the so-called sectarian schools are, should be antagonized. The duty of the State is no less plain in the fostering care and protection of the latter, than in the creation and support of the former. And, on the other hand, it is just as idle for a group of private and denominational colleges to combine against a State university, as it is for the centralizing power of the university to ignore either the existence or the great service of the colleges. Mr. Mill has well said, "that all education should be in the hands of a centralized authority, whether composed of clergy or of philosophers, and be, consequently, all framed on the same model and directed to the perpetuation of the same type, is a state of things which, instead of becoming more acceptable, will assuredly be more repugnant to mankind, with every step of their progress in the unfettered exercise of their highest faculties."² History will bear out this assertion, and it might be applied to the State with equal force.

No doubt we need centralization in education to-day more than anything else, but we do not need imperialism. Mr. Mill favored the exercise of the function of the State in education, but at the same time held that "one thing must be strenuously insisted on; that the Government must claim no monopoly for its education, either in the lower or in the higher branches."³ Though localism and diverse organizations have brought into existence many institutions which, perhaps, on the whole would have better been combined into one, offering superior advantages, yet these same local institutions have educated scores of young men and women in the neighborhood, who otherwise would never have found their way into a large centralized university. Facts show us plainly that we have none too much of the higher education, even when the varied forces are all in the field. The State should see to it that no burdens are laid upon educational institutions supported by and representing any class of citizens.

It is estimated that in 1840 the proportion of college students to the entire population in the United States was 1 to 1,540; in 1860, 1 to 2,012; in 1870, 1 to 2,546; in 1880, 1 to 1840; and in 1886, 1 to about 1,400. Estimating all our combined efforts in favor of higher education, we fall far short of some of the countries of the Old World. "How many of our people," says President C. K. Adams, "know that one of the minor universities of Great Britain has recently completed a collegiate building at a cost of more than £500,000 (\$2,430,000)—not to speak of the four millions that were put into the Polytechnicum at Charlottenburg. How

¹ This quotation represents only an outline of the argument as presented.

² Cf. *Positive Philosophy of Auguste Comte*, 92.

³ *Political Economy*, book V, chapter XI, § 2.

many have had their attention called to the fact that the little republic of Switzerland, with a territory not a third as large as the State of New York, has recently from its public treasury built a chemical laboratory for the Polytechnic School at Zurich at a cost of 1,337,000 francs (\$267,400), and that it has more recently contracted for the building of a physical laboratory at a cost of 994,000 francs? And of those who suppose that needless sums are expended by Harvard, Yale, and Cornell, how many know that the little Kingdom of Saxony, only half as large as Vermont, gives from its public treasury annually \$400,000 to its university, although the institution itself has great wealth and the professors are supported mainly by the fees of students? Let us indulge in no extravagances and no illusions; let us realize that we are young and vigorous, and that we are growing at a rapid rate; but let us not cherish the erroneous supposition that there is a single well-endowed university in America. Let us remember that the richest of our institutions has an income not much larger than that of a single one of the twenty-four colleges at Oxford. Above all, let us never forget that so long as it is necessary for our institutions to depend upon the fees of students, it will be impossible for them to put themselves into the condition of real universities. Until individual endowments are in one way or another very largely increased, the greater part of the work of education must be of the rank of preparatory schools; and consequently, until that day arrives, our young men will continue to flock to Germany for the completion of their training."

This statement ends with the old complaint of Washington, uttered a hundred years ago—the need of a great university that would suffice to educate young men on this side of the Atlantic and a central institution which would create homogeneity of sentiment. Whether these great ideals are ever to be realized or not, it is highly proper that the States and the nation see to the education of their own citizens. The great universities of England, though largely supported by private endowments, are national in their life, and are rapidly returning to the interests of the masses of the people. It would be impossible to estimate the influence that these universities have had on the British Government.

Although American colleges and universities have not universally exercised such a direct influence upon national affairs, indirectly their usefulness has been immeasurably great,¹ while from colonial times they have ever been near to the masses of the people.

¹Thirty-nine of the fifty-six signers of the Declaration of Independence were college-bred men; the percentage of known college graduates in three Congresses is: Fortieth, Senate, 47; House, 32; Forty-first, Senate, 46; House, 31; Forty-second, Senate, 46; House, 32. In other offices we find that the percentage of college graduates is as follows: Presidents, 65; Secretaries of War, 61; Postmaster-Generals, 53; Vice-Presidents, 50; Secretaries of the Navy, 47; Speakers of the House, 61; Secretaries of State, 65; Secretaries of the Interior, 50; Associate Judges of the Supreme Court, 73; Secretaries of the Treasury, 48; Attorney-Generals, 53; Chief Justices of the Supreme Court, 83.

Ex-President White in the Forum (February, 1889) presents strong arguments in favor of a national university at the seat of government for the encouragement of advanced learning. It is not urged that this should necessarily be supported or controlled by the Government. Whether endowed and supported by private benevolence, or supported and controlled by the State, it could not fail, with the advantages and surroundings of Washington to render a great service to the nation at large and to the United States Government in particular. At least, the Government might make the way plain for a better education of its civil servants. "What is needed, however," says Professor H. B. Adams, "in all our States and in the Nation's capital is the promotion of the higher political education in practical ways. * * * There is in these times as great need of special knowledge in civil science as in military or naval science. A civil academy for the training of representative American youth would be as great a boon to the American people as the Military and Naval Academies have already proved."¹

Returning from this subject, upon which scores of far-sighted men have uttered powerful and convincing arguments, let us take a final survey of the subject of State education, as presented in this paper. Let us first notice that the facts before us show a vast amount of weak and misdirected legislation in the management of the funds granted by the Federal Government and the several States for carrying on institutions of learning. There are exceptions to this generalization, but they are not abundant. There is no need to look further for a plea for better civil education in affairs of administration. There is one redeeming feature; the great majority of legislators of the States, seeing the profligate waste of school funds hitherto, are now rallying to the support of State institutions, and are seemingly determined to redeem the errors of the past by careful legislation in the present and future.

By the first grant of the General Government of lands for seminaries of learning (1787), the new Territories and States of the South and West were suddenly impelled to plant universities in the wilderness. There was accompanying this idea a sentiment held by the early and later colonists that a university is necessary for the proper support of primary and secondary schools; or, as Charles Francis Adams says, "Educational science teaches that educational improvements work from the top downward, not from the bottom upward." However true this may be, it is impossible to have a higher institution of learning without first having suitable preparatory schools. The common schools in the United States have always produced the best results when the means of higher education have been most efficient, and the schools of lower grade have been inefficient and feeble where academies, colleges and universities have been wanting. But these feeble beginnings must first be made in new countries.

For the two reasons mentioned above, the lawgivers of new States

¹ College of William and Mary, 75, 76.

hastened to plant universities, which had to pass through long periods of inactivity and meager support (from twenty to fifty years), during which the handling of the funds, in many instances, was a wild experiment. It will be noticed, further, that the last twenty years have wrought great changes in the treatment of the subject of State education. Wholesome improvements are now being made. This impetus to education is partly due to the light of experience, and partly to the influence of the Congressional grant in 1862. There is also to be taken into account the fact that all of the schools, both private and public, of the South and West are crowded beyond their capacity; that is, beyond their capacity to furnish a liberal education, or even to give students what they demand. With all of their endowments and support, but few institutions are able, for want of resources, to come up to the full measure of education as laid down in their catalogues and registers.

The influence of German education is to be noticed in many of the Western universities. It entered first into Michigan University, and has been copied by other institutions. The Michigan system consists of a central university, supported by a series of high schools throughout the Commonwealth, all under the supervision of the State. This system can never be perfectly developed in the United States, owing to the facts that the State does not control all education, and that there is a tendency to throw upon local administration the responsibility of supporting secondary education. Yet much is being accomplished, and that university which attends best to the development of academies and colleges throughout the State will soonest realize the ideal of a true university. The influence of the German education is also to be observed in the "practical" tendency of American universities in widening the curriculum so as to embrace branches more directly bearing upon modern industries. Upon the whole, this policy seems to be established in the majority of the States. Huxley's well known dictum may be here recalled: "No system of public education is worth the name of national unless it creates a great educational ladder, with one end in the gutter and the other in the university." Let the State see to it that the zealous climber of that ladder finds a real university when he arrives at the top.

ATTEMPTS TO FOUND A NATIONAL UNIVERSITY.

The ideas of Washington respecting a national university at the capital lingered long in the minds of statesmen after his plan was finally rejected. Doubtless it was through his influence that in 1796 a proposition was before Congress in the form of a memorial praying for the foundation of a university. No action was taken in favor of the proposed institution.¹

Again in 1811 a committee was appointed by Congress to report on

¹ Ex. Doc., 4th Congress, 2d session.

the question of the establishment of a seminary of learning by the national legislature. The committee reported unfavorably, deeming it unconstitutional for the Government to found, endow, and control the proposed seminary.¹

In 1816 another committee was appointed to consider the same subject, and again the scheme failed.² From this time on the subject seemed practically settled, and we hear little more of it in legislative circles until the discussion of the disposal of the Smithsonian bequest. At this time there were many warm advocates of the proposal to devote the Smithsonian fund toward the founding of a national university. The subject at this time received free discussion, and the result ended in the defeat of the university plan. While the plan for a national university has not yet succeeded, Congress has established and supported the National Museum, the Congressional Library, the National Observatory,³ and the Bureau of Education, for the promotion of education and science.

An attempt to found a national university was made in 1873, soon after the circulation of the reports of the Paris Exposition.

The comparative results of the Exposition were the chief cause of the revival of the old university idea. The Exposition had revealed this fact to the commissioners, that the poorly-endowed, half-equipped American universities compared very unfavorably with the well-endowed, fully-equipped European universities. The American spirit was aroused, and there was a determination on the part of those interested in the affair to build a great American university that would equal those of Europe.

Others besides the commissioners felt the need of an institution of this nature. Dr. Thomas Hill, on retiring from Harvard in 1868, had said that "a true American university is a national want." The rise of Cornell and other universities, and the free discussion of the subject, showed a dissatisfaction in the condition of affairs at that time.

Commissioner John W. Hoyt reported on the Paris Exposition to Congress, in part, as follows: "To tell the plain truth, the very best of our many universities are but sorry skeletons of the well-developed and shapely institutions they ought to be, and must become, before they will be fairly entitled to rank among the foremost universities of even this present day. And if we are not always to suffer the contempt of European scholars, who properly enough regard us as a clever but also a very uncultured people, it is time that all true lovers of learning, as well as all who desire the highest prosperity and glory of our country, should awake to the importance of at once providing the means of a profounder, broader, and higher culture in every department of human learning.

¹ Ex. Doc., 11th Congress, 3d session.

² Ex. Doc., 14th Congress, 2d session.

³ The National Naval Observatory now stands on "University Square," the location fixed upon by Washington for the national university.

Let us have, without further delay, at least one real university on the American Continent."¹

In 1873 Mr. Hoyt was a member of the Congressional committee appointed to report on a national university. The committee, after considering the conditions of education in America and the endowments of colleges, reported the following reasons why a national university should be founded, viz: (1) That none has, or is likely to have for a century to come, resources essential to the highest and most complete university work. (2) That none can be made so entirely free from objection on both denominational and local grounds as to insure the patronage of the people regardless of sectional or partisan relation. (3) That no institution not established on neutral ground, or other than national in the important sense of being established by the people of the whole nation and in part by a national end, could possibly meet all of the essential demands made upon it."

²The bill reported at this time provided for a university at the capital, endowed by the Federal Government to the amount of twenty million dollars, yielding 5 per cent interest; the income to be used for buildings, furnishings, and for the general support of the university. It is hardly necessary to state that the bill did not pass.

It is not intended to discuss the question of a national university, but attention should be called to the great changes that have taken place in higher education in the last fifteen years.

The old colleges have broadened their courses and increased their endowments. State universities have come into power during this period, and the agricultural colleges, many of them then begun, have developed into flourishing institutions of learning. There has arisen a new class of universities, created by heavy private endowments; such are Johns Hopkins, Cornell, Tulane, Clark, Boston, Stanford, and others. With these new additions and the progress of the old schools, many of the evils complained of in the above report have disappeared. Whether these new institutions, working with the old, will fill the national demands for education, and thus render a national university unnecessary remains to be seen. It is evident that it is not an easy task to create a national university.

¹ Report on Education, U. S. Commission, Paris Exposition, VI. John W. Hoyt deserves great credit for his observations of higher education abroad.

² House Report No. 89, 42d Congress, third session, I, 90.

CHAPTER II.

HISTORY OF FEDERAL AID TO HIGHER EDUCATION.

SEMINARY LAND-GRANTS; THE ORDINANCE OF 1787.¹

The first western boundary of the United States was the Mississippi River, and to this boundary the original States extended their claims. There were many conflicting claims, in the settlement of which there seemed to be a prospect of great contention. However, a plan was entertained by the leaders of the nation to cede to Congress this vast territory, to be used as a means of payment of the war debt. The States were invited to make concessions, and were assured that any lands thus ceded would be used for the common national benefit, and be formed into States as soon as expedient, similar to the original thirteen. One after another the States gave up their claims on slightly varying conditions.²

While the proposition of Virginia to cede all of her lands north of the Ohio River, on certain conditions, to the United States was before Congress, a measure was on foot in New England to form a State in the territory between Lake Erie and the Ohio River, to be settled by "army veterans and their families." Col. Timothy Pickering drew up a plan of government of the prospective State,³ and Rufus Putnam prepared a petition signed by soldiers and forwarded the same to Congress through General Washington. This petition is important, because it contains the first mention of a national reserve of lands for the support of education.

The plan proposed that, after lands had been devoted to the payment of soldiers for services in the war, the remaining lands should belong to the State, to be used in "laying out roads, building bridges, erecting public buildings, establishing *schools* and *academies*, defraying expenses of the Government, and other public uses."⁴ In Mr. Putnam's letter to Washington he urged the reservation of portions of the land for schools and the ministry. Nothing direct came of this project, although its indirect influence in shaping affairs was considerable.

¹ For a full discussion, see Knight's *Land Grants for education in the North-West Territory*; Sato's *History of the Land Question in the United States*.

² New York gave up her claims in 1781; Virginia, in 1784; Massachusetts, in 1785; Connecticut, in 1786.

³ Pickering, I, 457, 546.

⁴ *Life of Pickering*, I, 546.

In the same year (1783) Colonel Bland moved to accept the Virginia proposition as offered, and that the lands be divided into districts, in which the Continental soldiers were to receive bounty lands. The income of one-tenth of the territory was to be devoted to "the payment of the civil list of the United States, the erecting of frontier forts, the *founding of seminaries of learning*, the surplus, if any, to be appropriated to the building and equipping of a navy.¹ The resolution was referred to a committee, and never came up again.

THE VIRGINIA CESSION.

The Virginia cession was accepted by Congress with modifications, and there was guaranteed to the State sufficient land in reservation to pay off her obligations promised to her soldiers in the war.

On the first day of March, 1784, the date of the acceptance of the Virginia cession, Thomas Jefferson offered a plan for the temporary government of the Northwest Territory, in which no mention was made of provisions for *seminaries of learning* nor even for *education in any form*. The plan was accepted with amendments, yet without mention of education. In the following month Thomas Jefferson brought forward a plan for the survey and sale of the lands in question, which was indefinitely postponed by Congress. In 1785 it was again brought up and referred to a committee. This plan contained no mention of the "provision made for ministers of the gospel, nor *even for schools and academies*."²

The committee reported a new ordinance containing many propositions of the old, and in addition provided that "There shall be reserved the central section of every township for the *maintenance of public schools*, and the section immediately adjoining for the support of religion."³

For over a month the ordinance was debated before Congress, and the clause on religion was omitted and many other amendments made before its final adoption on the 20th of May, 1785. There was no mention of seminary grants in the ordinance, but the clause reserving "from sale lot number sixteen of every township for the maintenance of public schools within the township,"⁴ marks the commencement of the policy since uniformly observed in the reservation of one section in each township of each State for the support of common schools.⁵

THE OHIO COMPANY.

The petition of the New England officers of the army having failed, a body of citizens met on the 1st day of March, 1786, in Boston, at the

¹ Bancroft: History of the Constitution, I, 312.

² Life of Pickering, I, 509. King to Pickering.

³ Journals of Congress, IV, 500.

⁴ *Ibid.*, 521.

⁵ In the case of Oregon and all States admitted thereafter, two sections were granted for the support of common schools.

call of General Putnam and General Tupper, to consider the question of occupying "the Ohio." At this meeting the Ohio company was formed, for the purpose of settling the said territory by soldiers of the Revolutionary War. A memorial was presented to Congress, which led to the reference of the subject to a committee, which reported a new bill differing from the plan referred to them. The committee in their report wished to reserve one section in each township for common schools, one for the support of religion, and *four* townships for the support of a university.¹ Congress thought these concessions to this company too liberal, and desired to hold to the ordinance of 1785, which provided for the reservation of one section only for common schools. This was unsatisfactory to the company, whose case was managed by Dr. Manasseh Cutler, and a compromise was effected, by which Congress reserved one section for the support of religion, one for common schools, and two townships for the support of a "literary institution, to be applied to the intended object by the legislature of the State."² The bill became a law on the 13th of July, and is now commonly known as the "ordinance of 1787 for the government of the North-West Territory."

Of the six articles of compact which form a part of the Ordinance, the third is remarkable as indicating the future policy of the Federal Government and the several States. The oft-quoted passage is referred to which declares that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."³

This Ordinance was immediately followed by a contract with the Ohio Company, which fulfilled the conditions of the land grant and insured to the State of Ohio two townships of land for the support of a university.⁴

THE JOHN CLEVES SYMMES PURCHASE.

In the same year (1787) John Cleves Symmes formed a company for settlement in the North-West Territory, and contracted with the board of treasury for a large tract of land. The land was purchased on nearly the same conditions as that obtained by the Ohio Company; the reservations for common schools and for the ministry were similar, but only one township was granted for a university.⁵ Thus Ohio received three townships of land for the support of advanced learning.

No general law was passed by Congress concerning the granting of land for seminaries of learning, but the precedent of the celebrated Ordinance of 1787 became a national policy. After the year 1800 each

¹ Bancroft, II, III.

² Bancroft, II, 433, appendix.

³ Poore: Constitutions and Charters, 429.

⁴ These two townships were given to endow the State University at Athens, called the Ohio University.

⁵ This township was used to endow Miami University.

State admitted into the Union, with the exceptions of Maine, Texas, and West Virginia, received two or more townships of land for the purpose of founding a university.

This national educational policy was inaugurated almost by accident. Congress was very desirous of disposing of the lands and to turn them to financial account at once. On the other hand, there were a few men like Pickering, Putnam, and Cutler, who were intensely earnest on the subject of education, and doubtless there was a majority of the members of Congress who favored the plan on account of its educational policy as well as the means which it afforded of facilitating the disposal of the public lands; but no one at that time could apprehend the far-reaching results of such a measure. And, as the matter stood, it is doubtful whether such a measure would have been carried in Congress at that time on the basis of national aid to education alone.¹ Nevertheless it was a great measure, and if all were not fully alive to its importance as an educational movement, let us remember that the Constitution of the United States was at this period undergoing a narrow escape from defeat by those who did not understand its greatness.

OPINION OF DANIEL WEBSTER.

Daniel Webster recognized the greatness of the Ordinance when he said:² "I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787." And again: "It set forth and declared it to be a high and binding duty of Government to support schools and advance the means of education."³

EXTENSION OF THE PRIVILEGES OF THE ORDINANCE OF 1787.

In 1803 Congress extended the privileges of the Ordinance of 1787 to the States in the Mississippi territory, granting the sixteenth section of every township for the purposes of common-school education, and one entire township for the support of a seminary of learning.⁴ In 1806, by a special act of Congress, one hundred thousand acres were granted to Tennessee for two colleges, one to be established in East and one in West Tennessee, and one hundred thousand acres to establish an academy in each county. Thus, through the national policy inaugurated in 1787, 1,082,880 acres of land have been granted for seminaries of learning in the United States. The actual results of this grant will be discussed in connection with the policy of each separate State. It is

¹ Cf. Knight, 17.

² Webster's Works, III, 263.

³ See Appendix B.

⁴ In the admission of the States each received at least two townships. Ohio, Florida, Wisconsin, and Minnesota received, respectively, 69,120, 92,120, 92,120, and 82,640 acres.

sufficient to say at this point that the Ordinance has been the means of creating many of the foremost universities in the United States.¹

DISTRIBUTION OF THE SURPLUS REVENUE IN 1836.

Under an act² of Congress passed in 1836, the surplus in the national treasury on hand at the beginning of the next year was ordered to be distributed, after deducting the sum of five million dollars, among the several States according to their respective numbers of Representatives in Congress. The money was to be distributed in four instalments, all during the year 1837. The States were to bind themselves to pay back the money when called upon, provided that not more than ten thousand dollars be demanded at any one time from a single State without thirty days' notice, and that all States were to be called upon at the same time for their pro rata.³

This can be called an educational measure on the part of the Federal Government only in so far as it presented opportunities for the States to use the funds for the promotion of education, and as such it is worthy of notice. As far as the National Government was concerned, its chief aim was financial and not educational. It was desired to remove the surplus revenue which had accumulated by means of unprecedented land sales and revenues arising from a protective tariff.⁴ Mr. Webster in introducing the measure made a long and able argument in support of the bill, in which he estimated that at the beginning of the year 1837 there would be at least forty million dollars of surplus in the Treasury, and it was supposed at the beginning of the distribution that the amount to be thus disposed of would be \$37,468,859.47. But the first three quarterly instalments exhausted the Treasury, and there was consequently only the amount of \$28,101,645 paid to twenty-seven States.

Mr. Murray, secretary of the board of regents, has prepared a table⁵ showing the amounts given to each State, and the purpose to which it was devoted.⁶ The table will be given here, although it does not show the amounts devoted to the support of higher education. As far as this can be ascertained it will be given in the discussion of the respective States.

¹ See Appendix B.

² U. S. Statutes at Large, V, 55.

³ This fund has been held by the several States subject to call from the Federal Government. During the late war New York signified her readiness to discharge the obligations.

⁴ Webster's works, IV, 252.

⁵ Historical Records, 91.

⁶ New York devoted the whole amount to education, and as it yields an annual interest of \$236,000 the total income and its interest amount, for forty-three years, to about eleven million dollars.

	No. electors.	Amount received.	Objects to which applied.
Alabama	7	\$669, 086. 78	Education.
Arkansas	3	286, 751. 48	General purposes.
Connecticut	8	764, 670. 61	Education one-half, general purposes one-half.
Delaware	3	286, 751. 48	Education.
Florida			
Georgia	11	1, 051, 422. 09	One-third education, two-thirds general purposes.
Illinois	5	477, 919. 13	Education and internal improvements.
Indiana	9	860, 254. 44	One-half education, one-half general purposes.
Kentucky	15	1, 443, 757. 40	Education.
Louisiana	5	477, 919. 13	General purposes.
Maine	10	955, 838. 27	General purposes.
Massachusetts	14	1, 338, 173. 57	General purposes.
Maryland	10	955, 838. 27	Education and general purposes.
Mississippi	4	382, 335. 31	General purposes.
Missouri	4	382, 335. 31	Education.
Michigan	3	286, 751. 48	Internal improvements.
New Hampshire	7	669, 086. 78	General purposes.
New Jersey	8	764, 670. 61	General purposes.
New York	42	4, 014, 520. 71	Education.
North Carolina	15	1, 433, 757. 40	Education in part, internal improvements.
Ohio	21	2, 007, 260. 36	Education.
Pennsylvania	30	2, 867, 514. 80	Education in part.
Rhode Island	4	382, 335. 31	Education.
South Carolina	11	1, 051, 422. 09	Education one-third, general purposes two-thirds.
Tennessee	15	1, 433, 757. 40	General purposes.
Vermont	7	669, 086. 78	Education.
Virginia	23	2, 198, 428. 04	General purposes.

LAND GRANT FOR COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

Next to the Ordinance of 1787, the Congressional grant of 1862 is the most important educational enactment in America.

Though less than a quarter of a century has elapsed since the acceptance of this gift by the majority of the States, far-reaching results have already been attained from this well-timed donation. With proper treatment the donation itself was a magnificent aid for the actual support of higher learning; but its chief excellence consists in the stimulation which it gave to State and local enterprise. By this gift forty-eight colleges and universities have received aid, at least to the extent of the Congressional grant; thirty-three of these, at least, have been called into existence by means of this act. In thirteen States the proceeds of the land scrip were devoted to institutions already in existence. The amount received from the sales of land scrip from twenty-four of these States aggregates the sum of \$13,930,456, with land remaining unsold estimated at nearly two millions of dollars. These same institutions have received State endowments amounting to over eight million dollars.

THE ORIGIN OF THE GRANT.

The origin of this gift must be sought in local communities. In this country all ideas of national education have arisen from those States that have felt the need of local institutions for the education of youth. In certain sections of the Union, particularly the North and West, where agriculture was one of the chief industries, it was felt that the old classical schools were not broad enough to cover all the wants of education represented by growing industries. There was consequently a revulsion from these schools toward the industrial and practical side of education.

Evidences of this movement are seen in the attempts in different States to found agricultural, technical, and industrial schools.

These ideas found their way into Congress, and a bill was introduced in 1858, which provided for the endowment of colleges for the teaching of agriculture and the mechanical arts. The bill was introduced by Hon. Justin S. Morrill, of Vermont; it was passed by a small majority, and was vetoed by President Buchanan. In 1862 the bill was again presented with slight changes, passed and signed, and became a law July 2, 1862.

PROVISIONS OF THE GRANT.

Without giving the entire text of this familiar act, a few of its main provisions will be mentioned. It stipulated to grant to each State thirty thousand acres of land for each Senator and Representative in Congress to which the States were respectively entitled by the census of 1860, for the purpose of endowing "at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." It is to be noticed that the main requirement is to teach such *branches of learning as are related to agriculture and the mechanic arts*, and that, this being accomplished, such other studies as were thought proper could be introduced. Secondly, the defence of the nation was provided for by the suggestion concerning military tactics and the subsequent act pertaining thereto. Again, the "liberal" as well as the "practical" education of the industrial classes was sought after. And, finally, the youth were to be fitted for "pursuits and professions of life."

From this proposition all sorts of schools sprang up, according to the local conception of the law and local demands. It was thought by some that boys were to be taught agriculture by working on a farm, and purely agricultural schools were founded with the mechanical arts attached. In other States classical schools of the stereotyped order were established, with more or less science; and, again, the endowment in others was de-

voted to scientific departments. The instruction of the farm and the teaching of pure agriculture have not succeeded in general, while the schools that have made prominent those studies relating to agriculture and the mechanic arts, upon the whole, have succeeded best.

Among the conditions of this grant it was imperative that no mineral lands should be "selected or purchased," and that if there was not sufficient public land in a given State, scrip should be issued for the actual number of acres to which the State was entitled, and this land scrip could be sold, the purchaser being allowed to locate it in any of the States where there was sufficient land entered at one dollar and twenty-five cents or less per acre.

In several instances the managers of the land scrip have understood that by this provision the State could not locate the land within the borders of another State, but its assignees could thus locate lands, not more than one million acres in any one State. By considering this question, the New York land scrip was bought by Ezra Cornell, and located by him for the college in valuable lands in the State of Wisconsin, and thus the fund was augmented.

However, the majority of the States sold their land at a sacrifice, frequently for less than half its value. There was a lull in the land market during the Civil War, and this cause, together with the lack of attention in many States, sacrificed the gift of the Federal Government. The sales ranged all the way from fifty cents to seven dollars per acre, as the average price for each State.

It was further enacted that the proceeds should be preserved entire, as a permanent fund, and that the income derived from it was to be used in the support and maintenance of the college. It could not be used in the erection of buildings or otherwise diminished, except that ten per centum of the fund might be used for the purchase of sites or experimental farms, if so ordered by the Legislature of the State. In addition to this, it was provided that if any portion of the invested fund or interest thereon "shall, by any action or contingency, be lost, it shall be replaced by the State to which it belongs."

NATURE OF THE ACT PROVIDING FOR AGRICULTURAL AND MECHANICAL SCHOOLS.

It is to be observed by the tenor of this act that the Federal Government intended the grant should form a nucleus in each of the several States, around which buildings, libraries, laboratories, workshops, gymnasiums, military halls, and other educational appliances should be grouped, by means of private munificence and State bounty. It was to prove a stimulus to the generosity of the people and the liberality of the States.

To this test the people, through private gifts, and municipal and State governments, have responded, with few exceptions, in a liberal way. Thirty-seven of these colleges formed under the land-scrip act

have now an aggregate value in lands, buildings, apparatus, libraries, etc., of \$8,416,682. This, taken with the amount used for current expenses supplied by State appropriations, would swell the amount of expenditures on the part of the States in response to the Congressional grant to a sum nearly equal to that actually realized from the original gift.

In some instances State Legislatures, through neglect or disregard of the law, have failed to comply with the provisions of this act, but in every instance are now hastening to make good the losses sustained by the funds held in trust.¹

It is worthy of attention that the responsibility was thrown upon the States entirely, and that in so far as the administration of the fund was concerned, it was State rather than National education. The National Government charged upon the several States the effective working of a system of education which allowed the most liberal construction. From a recent Report of the Commissioner of Education,² the amount of State appropriations to twenty-six of these colleges, twenty-two of which received aid, is found to be \$397,833, while the income from productive funds amounted in the aggregate to \$563,204.

The sixth clause of section 5 of the act limits the application of the grant by stating that "No State, while in a condition of rebellion or insurrection against the Government of the United States, shall be entitled to the benefit of this act." The privilege of the grant has since been extended to every State in the Union, thus making the only universal law ever established by the Federal Government for the cause of education, no other having applied to all of the States.

Section 5 asserts that any State taking the benefit of the provisions of this act must accept the terms within two years from the date of passage of the act, and must provide within five years for at least one college.

These provisions were altered by an amendment approved July 23, 1866, extending the time of acceptance to three years from the date of the amendment, and the time of the establishment of a college to five years from the date of filing an acceptance of the grant.

While the primary object of this grant was not to discourage the existing schools with their traditional classical four years' course, it was intended to widen the sphere of knowledge and training, to take new elements into the curriculum of education. "The fundamental idea," says Senator Morrill,³ "was to offer an opportunity in every State for a liberal and larger education to larger numbers, not merely those destined to sedentary professions, but to those much needing higher instruction for the world's business, for the industrial pursuits and professions of life."

¹ Cf. Historical sketches of the several States, in subsequent chapters.

² Report for 1886-87, 708.

³ Address in behalf of the University of Vermont Agricultural College, 11.

THE EFFECTS OF THE GRANT ON EDUCATION.

Nothing has ever taken the place of the old classical school, with its conventional four years' course in the philosophies and languages; but that it was not adequate to the demands of a great people of diversified industries has been thoroughly demonstrated by the people of the country in their earnest support of those institutions giving instruction in branches relating more directly to the arts of life.

There is a division of the direction and tendency of education paramount to the division of labor in industries. The inauguration of an educational system with a tendency toward the practical arts and industries not only supplements our commercial and mechanical activities with intelligence, but it calls into use a large amount of wealth, the wealth of youthful mind-force, which otherwise would have been lost to the community through the distaste for Greek and Latin and abstract theories.

It has been held by some individuals, and at times by some legislatures, that the administration of education by the State is a great extravagance, and a plea of economy and for low taxes is always used to defeat appropriations. To this class of arguments the Hon. Andrew D. White answers as follows: "Talk of economy! Go to your State Legislatures—what strange ethics in dealing with the public institutions! If asked for money to found an asylum for idiots and lunatics or the blind or the deaf and dumb, you will find legislatures ready to build palaces for them. Millions of dollars are lavished upon your idiots and deaf and dumb and blind and lunatics. Right glad I am it is so; but when you come to ask aid even in measured amounts for the development of the young men of the State, upon whom is to rest its civilization, and from whom is to flow out its prosperity for ages to come, the future makers of your institutions and laws, how are they to be left to the most meagre provision during all their preparation?"

EXPERIMENT STATIONS.

In connection with the agricultural land grant should be mentioned the supplementary act of Congress, approved March 2, 1887, authorizing the establishment of experiment stations in connection with agricultural colleges.

In itself this is not higher education, though it may lead directly to higher scientific training. It is merely a laboratory for one or more branches of knowledge, and is as essential as a cabinet for the study of mineralogy. Extracts from the act will best illustrate its purpose:

"SEC. 2. That it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages

of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly on the agricultural industry of the United States as may be in each case deemed advisable, having due regard for the varying conditions or needs of the respective States and Territories.

"SEC. 4. That for the purpose of paying the necessary expenses of conducting investigations and experiments and printing and distributing the result as hereinbefore prescribed, the sum of \$15,000 is hereby appropriated to each State, to be especially provided for by Congress in the appropriations from year to year, etc."

In 1887 twenty-two colleges of agriculture and the mechanic arts report themselves as sustaining relations to State agricultural stations.¹ These colleges have taken or doubtless will take advantage of this act.

SPECIAL GRANTS AND APPROPRIATIONS.

The Government has made from time to time certain small grants for specific purposes for the aid of education.

The following list is taken in part from the Report of the Commissioner of Education for 1876. It is evident that several of these items should not be counted as applying to the support of higher education, but they are given here as a matter of interest and as exceptions to a general custom or policy of the Government in aiding miscellaneous institutions:

	Acres.
ALABAMA.—Lafayette Academy	480.00
FLORIDA.—Chattahoochee Arsenal, buildings, land, etc., to the State.....	
GEORGIA.—Dahlongega Arsenal, grounds, buildings, to Agricultural College	10.00
KENTUCKY.—Center College (originally to deaf and dumb asylum)	22,400.00
LOUISIANA.—Pine Grove Academy (quitclaim by United States)	4,040.00
MISSISSIPPI.—Jefferson College, lot at Natchez	30.00
TENNESSEE.—Fisk University, land and buildings	3.25
WEST VIRGINIA.—Storer College, four lots and buildings at Harper's Ferry	
MISSOURI.—Certain lots, ² commons, etc., confirmed to towns for the purposes of education	1,406.50
DAKOTA.—Holy Cross Mission	160.00
CONNECTICUT.—Asylum ³ for the education of the deaf and dumb	23,040.00
MICHIGAN.—Sault Ste. Marie	1.26
	Mackinac, lot and building
MINNESOTA.—Domestic and Foreign Missionary Society of the Protestant Episcopal Church	80.00

¹ Report of the Commissioner of Education, 1886-87, p. 707.

² Acts of Congress, 1812, 1824, and 1831.

³ Not considered in the range of this paper.

In this classification it is shown that 51,651.01 acres have been granted, aside from those lots whose areas have not been determined. Out of this number at least 26,963.25 acres have been devoted to the cause of higher education.

Tennessee also received, in 1806, a special grant of one hundred thousand acres of land, fifty thousand for each of two colleges, one to be located in East and one in West Tennessee.¹ At the same time an additional one hundred thousand acres were granted for the support of academies, one in each county.

GRANTS OF THE PROCEEDS OF THE SALE OF PUBLIC LANDS.

Many special grants of certain percentages of the proceeds of the sales of public lands were made by Congress to the several States. These percentages varied with each grant, the Government following a general policy rather than any specific act. Ohio received the first grant, consisting of three per cent. of the sales of land, to be laid out in building highways. Each of the States from this time on, with the exception of Maine, Texas, and West Virginia,² received either three or five per cent. of said sales. The grants were devoted to purposes of internal improvement or to education, according to the terms of the contract.

Illinois, by an act of April 18, 1818, specified that one-sixth of the sums derived from this source should be exclusively bestowed on a college or university. From 1821 to 1869 Illinois received the amount of \$713,445.75. The whole amount received by the several States as percentages on land sales (to 1876) is \$6,508,819.11. Of this sum it is estimated that \$2,997,234.35 have been devoted to education, but it is impossible to determine what part of this fund has been used in the support of *higher* education. Illinois, Wisconsin, Iowa, Florida, Oregon, Kansas, Nebraska, Missouri, Arkansas, and Nevada have applied the proceeds of the percentages to the support of education. In 1841 ten per cent. of the proceeds of the sales of public lands within their respective borders were granted to the following States without specification regarding the disposal of the same, viz: Ohio, Illinois, Alabama, Missouri, Mississippi, Louisiana, Arkansas, and Michigan.³

SALINE AND SWAMP LANDS.⁴

An act was passed September 28, 1850, granting to the several States the disposal of certain swamp lands, after being redeemed by the States.⁵ It was intended that these lands should pay for the construc-

¹ Cf. Tennessee.

² These States had no public lands within their borders.

³ U. S. Statutes at Large, V, 453.

⁴ See Appendix B.

⁵ Revised Statutes of United States, sections 2479-90.

tion of levees and for the necessary expenses of drainage. Many of the States devoted these lands to the cause of education.

The total amount of swamp lands patented to the States from the date of the first grant to 1876 is 47,802,271.16 acres.¹ It is quite impossible to state how much of the proceeds of the sales of these lands was devoted to higher education. California appropriated a large amount to the State university. It is provided in the Constitutions of Louisiana, Indiana, and Mississippi that the proceeds of the sales of swamp lands shall be set apart for the support of public education. Also the States of Missouri, Ohio, and Wisconsin have by statute laws placed these proceeds in the general school fund. Other acts have granted special amounts of so-called saline lands to the several States. Ohio realized \$41,024 from this source, and Indiana, \$85,000, which sums were added to the school fund. We find that Iowa devoted part of the proceeds of the sales of saline lands to the agricultural colleges.

It is a very difficult problem to find the returns of the sales of these lands separate from others, and much more difficult to separate the respective amounts set apart for higher and common school education. Yet it was thought best to give brief mention of these grants to bring before us the opportunities furnished the States for the support of public education.

GRANTS FOR INTERNAL IMPROVEMENT.

It was enacted by Congress² in 1841 that each of the eight following States should receive five hundred thousand acres of land for the purpose of internal improvement; for the purpose of constructing "roads, railways, bridges, canals, water courses," and for the draining of swamps. This act subsequently was made to embrace all of the new States admitted, with the exceptions of West Virginia and Texas. These lands were not to be sold for less than one dollar and twenty-five cents per acre. By special stipulations in accepting this grant, seven of the States more recently admitted³ have reserved the proceeds of the sales of these lands for the benefit of free schools. The number of acres thus granted is nine million five hundred thousand; three million five hundred thousand of which have been set apart for public education. This of course passes into the school fund, and has not been drawn upon for the support of universities.

The General Government has also expended large sums for the benefit of colored schools, for libraries and publications, and for scientific investigations and explorations. So far as they pertain to the subject of higher education, they will be discussed under separate headings.

¹ Report of the Commissioner, 1876, National Education, 16.

² United States Statutes at Large, V, 455.

³ California, Nevada, Iowa, Kansas, Oregon, Wisconsin, and Colorado.

DISTRICT OF COLUMBIA.

The Federal Government has appropriated lands and money for the benefit of educational institutions within the District of Columbia. The first instance to be mentioned is that of the appropriation of lands in the city of Washington, valued at twenty-five thousand dollars, to the Georgetown College in 1833. The lands were not received by the college until 1837. They have greatly increased in value since the time of the donation. In 1836 Congress gave the same amount of land in the city of Washington to the Columbian University. The lands were to be sold and the proceeds (twenty-five thousand dollars) invested in permanent securities and the interest to be used to pay the professors in college.¹ This is the extent of the aid rendered these two institutions by Congress.

Howard University has also received assistance from the Federal Government. The appropriations to this institution for support during the last four years were as follows: 1885, eighteen thousand five hundred dollars; 1886,² nineteen thousand dollars; 1887, twenty-five thousand five hundred dollars; 1888, eighteen thousand five hundred dollars.

WEST POINT MILITARY ACADEMY.

EDUCATIONAL SIGNIFICANCE.

It may be questioned whether a military academy should be properly classified with those schools commonly known as institutions of superior instruction, or whether it should stand alone as a special school, having no bearing upon the subject of higher learning. Viewed from a political standpoint it is only a means of national defence, and this is the great aim of the military school. Yet the national military school, as well as those of the several States, in their practical operation send out yearly scores of educated men who find their way into the various civil pursuits in times of peace, and as engineers of roads or mines, as officers, scholars, and statesmen, form a valuable portion of the community. Leaving out the idea of making armies, the discipline of the military school is the best possible education for a large percentage of our youth, and as for the questions of national defence and national safety the statesmen of the Republic must ever consider these the essential ideas of all state education.

The Military Academy contributes indirectly to science and learning by furnishing officers and engineers to surveying and exploring parties; it contributes directly to the general welfare and improvement of the people by furnishing competent superintendents of public works. Says Adams: "It is the idea of strengthening the country by internal

¹ U. S. Statutes at Large, IV, 603.² *Ibid.*, V, 214.

improvement, and binding its different sections indissolubly together by ties of economic interest, such as river improvements, canals, roads, bridges, and other great public works described under the comprehensive name of *engineering*.”¹ It is not infrequent that men, graduates of this school, have done their country great service by devoting themselves to the study of science. It is through this institution that our meager but necessary standing army is kept respectably well officered.

As a means of defence in time of war it gives little enough military education for a great people, and the experience of war shows that the great majority of our able military leaders have arisen from this school. It is fortunate when in war they are all upon the same side; otherwise the conduct of the officers of West Point fighting against one another after having sworn to defend the nation may shake the faith of the people in the supposed advantages of a military academy.

Although the first expression on record of sentiments in favor of a military academy did not come from Washington, it is due to him more than to any other that such an institution was established. He maintained that in times of peace training for war is necessary to prepare for emergencies, that may rise.

FIRST STEPS TOWARD A MILITARY SCHOOL.

It was near the beginning of the War for Independence that the necessity for a national military academy forced itself upon the leaders of the young nation. It was the growing sentiment of nationality, together with the consciousness of entering upon the struggle with few efficient commanders and a poorly disciplined army, that taught the need of such an institution.

As early as September, 1776, a committee was appointed to inquire into the state of the army at New York.² After a thorough investigation, the committee reported the army in a state of disorganization, the soldiers insubordinate, and the commanders incapable. There was embodied in this report, among other things, a resolution “that the board prepare a continental laboratory and a military academy, and provide the same with officers.”³

Two days prior to the reception of the report of this committee a second committee was appointed by the Continental Congress and instructed to submit to that body a plan for a military academy.⁴ In the work of these committees is foreshadowed the events which led to the establishment of the peace arrangements of the army, and finally to the Academy at West Point. It seems that the latter committee never reported. The precipitation of imminent war engrossed the attention of the leaders, while the raw recruits and the half-trained officers found

¹ The College of William and Mary, 48.

² American Archives, series V, II, 1373.

³ *Ibid.*, 1387.

⁴ *Ibid.*, 1383.

ample instruction in military tactics in the severe school of experience. Nothing further was attempted toward a school until the close of the war in 1783, at which time the question was again agitated under the discussion of the peace arrangements for the army.

Alexander Hamilton was appointed by Congress chairman of the committee for preparing a plan for the peace arrangement of the army. Hamilton at once addressed a letter to General Washington, soliciting his views on the subject. Washington replied in his clear and decisive manner, and recommended, among other things, that a military school should be established at West Point.¹ At this time General Timothy Pickering was in command of the forces near West Point, and General Washington addressed a letter to him for his views and report concerning the situation and the condition of the army.

Pickering replied to this letter on April 22, 1783, giving his views at some length on the peace arrangements of the army. It is to be noted that the suggestions of Pickering became the policy of the Government to a considerable extent. At the close he says: "If anything like a military academy in America be practicable at this time it must be grounded on the permanent military establishment for our frontier posts and arsenals, and the wants of the States separately of officers to command the defenses on the sea-coasts. On this principle it might be expedient to establish a military school or academy at West Point."²

The military organization was in a state of confusion for several years, the chief attention of legislation being directed toward civil affairs. But the first President of the United States had no intention to allow the subject to be forgotten which he deemed to seriously affect the people. Therefore in his annual message of 1793 he recommended that a military academy be established. In the discussion of this clause in the cabinet, Thomas Jefferson thought the power to create a military school unconstitutional, but his opinion was not of sufficient weight to overrule the strong convictions of Washington. It seems that when Thomas Jefferson became President he had changed his views, and strongly recommended the support of the military academy.

PEACE ARRANGEMENT FOR THE ARMY.

Preparations were made for a peace organization of the army for the education of cadets, and in fact for executing all the plans of Washington, except the immediate formation of a local school after the design which he had in mind. In the year 1802 an act was passed which made more ample provisions for the military peace establishment. The army was reorganized, the artillery corps was separated from the engineer corps, and both were stationed at West Point, the former having forty cadets attached to it and the latter only ten.³

¹ Sparks' Washington, XIII, 417.

² Life of Timothy Pickering, IV, 442, *Appendix*.

³ History of West Point, by E. C. Boynton.

From this time on the number of cadets was increased at intervals, and the educational facilities were constantly improved until the school attained its present high rank. The Federal Government has by appropriate legislation attended punctually to the maintenance and direction of the school. The small amount expended for the support of the school has been repaid by manifold service to our common country.

In 1867 the school was made a department of the army, and so continued until 1882, when the Commander of the Army had visitorial and advisory powers given him, while the school was placed in charge of the Chief of Engineers, as formerly.

APPROPRIATIONS FOR THE SUPPORT OF THE MILITARY ACADEMY.

The amount expended by the Government from 1802 to 1843, inclusive, for the support of the school, given in yearly appropriations, was \$4,002,901.¹ The grand total from 1802 to 1886 was \$13,789,194. This makes an average annual appropriation of \$164,157.13. The maximum appropriation was in 1866, when it amounted to \$354,740, while the annual appropriation of 1885-86 was \$309,921. These figures include all expenses and the pay of cadets, which was fixed in 1878 at five hundred and forty dollars per annum.

THE UNITED STATES NAVAL ACADEMY.

The doubt might be entertained by some whether or not the United States Naval Academy comes properly within the class of those institutions established for the inculcation of higher education among the people. No doubt the first and prime object of the founding of this institution was to afford a more efficient national defense; but since this was to be brought about—in fact, has been brought about—through the means of instruction of the higher order, it seems only proper that at least a short treatment of the Naval Academy and its work should be given here, if only for the purpose of comparison.

ORIGIN OF THE NAVAL ACADEMY.

The Navy Department was established by an act of Congress in 1798.² Previous to this time the Navy could hardly be said to have had an independent existence, and, for a number of years after, its organization was of the most imperfect kind. Under the act of organization, the President was empowered to appoint eight midshipmen for each ship. They, as a rule, were appointed from civil life, without proper regard to age, education, or fitness.

At first no provision was made for the instruction of these midshipmen. They were dependent upon their own efforts for what they

¹ Logan: Volunteer Soldiers of America, 240.

² For a number of facts contained in this sketch I am greatly indebted to Soley's History of the Naval Academy.

learned of the art of navigation. Experience and observation were their tutors. In 1802 the Naval Regulations provided "school-masters" who should diligently and faithfully instruct the midshipmen in those sciences appertaining to their department. This provision proved of little consequence, however, since no new officers were created, but the duties of the "school-master" were simply laid upon the chaplain, who of the whole ship's crew probably knew the least about navigation. This defective system continued in force with but slight alteration for many years.

Different Secretaries of the Navy during the period down till 1845 urged upon Congress the necessity of establishing a naval academy for the systematic instruction of midshipmen upon land; but nothing came of these appeals more than the establishment of the office of school-master as distinct from that of chaplain, and some slight changes in the qualifications and duties of midshipmen and instructors. During this period, however, different Secretaries of the Navy, with the tacit approval of Congress, had established several small naval schools at suitable ports for the instruction of midshipmen off regular duty, and had yearly turned over part of the regular Navy appropriation to their support.

FOUNDATION AND GROWTH.

The United States Naval Academy was opened October 10, 1845.¹ The credit of its foundation is attributed to Hon. George Bancroft, who was then Secretary of the Navy. When Mr. Bancroft entered his office as Secretary there were in existence four small naval schools, one at New York, one at Philadelphia, one at Boston, and one at Norfolk. These schools were designed for the instruction of midshipmen when not engaged in other duties. At this time there were in the service for the instruction of midshipmen twenty professors and teachers, fourteen of whom were at sea and the others stationed at the naval school. The yearly cost of maintaining this force was \$28,200.² This sum was not, however, directly appropriated by Congress for this purpose, but it was the custom to take this amount from the regular appropriations to the Navy.

The weakness of this system is evident. Its force was not concentrated, but was spread out in fragments at navy-yards and in cruising-ships. This was seen by Secretary Bancroft, and he at once set about to remedy it. He found the means already at hand for accomplishing his purpose. By placing a number of the professors on waiting orders, and by concentrating a few of the best professors in one place, a naval academy was established, and a large amount of the sum which was previously expended in instruction, necessarily inefficient, in small and unorganized schools, was centered upon one independent organization.

¹Annual Register of United States Naval Academy, 1884.

²Soley: History of the Naval Academy, 39.

The place chosen as that most suitable for the Naval Academy was Fort Severn, an old army post, the site of which had been bought by the Government in 1808, at a time when Annapolis was considered a point of military importance. Upon application by the Secretary of the Navy this post was transferred from the War to the Navy Department. Commander Franklin Buchanan, of the United States Navy, was appointed Superintendent of the Academy, and at once drew up rules and regulations for its government.

The course of instruction embraced six departments, viz, naval tactics and practical seamanship, mathematics, natural and experimental philosophy, gunnery and infantry tactics, ethics, and modern languages.¹

The number of students enrolled during the first year was one hundred and one, ninety-one of whom were seniors.

In July, 1850, new regulations for the government of the Academy were prepared. The main features of the change were the extension of the course of study, and in the requirements for admission. Up to 1850 the course of instruction occupied five years, of which three were passed at sea. In 1850 it was made seven years, four in 1851, and six, the last two of which were to be spent at sea, in 1873, where it now remains.²

On account of the Civil War then in progress the Naval Academy was removed to Newport, R. I., in May, 1861, but re-established at Annapolis in 1865, at the close of the strife.

The number of naval cadets allowed to enter the Naval Academy is one for each Member or Delegate of the House of Representatives, appointed at his recommendation, one from the District of Columbia, and ten appointed at large by the President. The number of appointments that can be made is limited to twenty-five each year, named by the Secretary of the Navy after competitive examinations, the cadets being fourteen to eighteen years old. The pay of the naval cadet is five hundred dollars a year. The course of instruction, as remodelled and improved, is thorough, involving a close pursuit of mathematics, steam-engineering, physics, mechanics, seamanship, ordnance, history, law, etc.

APPROPRIATIONS FOR SUPPORT.

It seems from an examination of the records of that time that, during the first three years after the establishment of the Academy, no extra appropriations were made for its support by Congress other than the sum of twenty-eight thousand two hundred dollars regularly set aside for the salaries of professors and teachers under the old system. In 1848, however, Congress appropriated nineteen thousand three hundred and eighty dollars for repairs and improvements, in addition to

¹ Soley, 91.

² Annual Register, 1884, Introduction.

the regular sum; and from this time on regular yearly sums were granted for support and improvements.

The following year, 1849, the generous appropriation of \$218,200 was made for the support of the Academy. The largest appropriation made by Congress was \$358,400, in 1866. This was for the purpose of purchasing additional grounds and erecting new buildings at the close of the War. The appropriation from that year on was gradually lessened until 1869-70, when it was \$182,500. The appropriation for the sixteen years following this date averaged \$175,000 a year. The total general appropriation made by Congress for the support of the Naval Academy, down to the year 1886, inclusive, amounted to over five million dollars.

THE LIBRARY.

Soon after the establishment of this school in 1845, the Navy Department transferred to it a number of books which had been in use in the navy-yards and men-of-war. This formed the nucleus of the present library. Since 1852 additions have been constantly made by allowing a yearly sum out of the congressional appropriations for contingent expenses of the Naval Academy.

The increase in the library by decades has been as follows: December 31, 1855, 4,751 volumes; December 31, 1865, 9,593 volumes; December 31, 1875, 17,678 volumes.¹

The total amount expended upon the library is estimated at \$35,180.²

THE UNITED STATES NAVAL OBSERVATORY.

The United States Naval Observatory, though not situated at Annapolis, will be considered under this head, on account of its close cooperation with the Naval Academy. The object of its establishment was to encourage scientific pursuits in lines that would especially benefit commerce and navigation. As early as 1810 Congress was memorialized to establish a national observatory, the object urged at the time being the location of a first meridian in the United States. This petition was followed by numerous others; but nothing tangible was secured until 1830, when a bureau for the care of instruments and charts of the Navy was established through the influence of Lieut. L. M. Goldsborough. In 1833 Lieutenant Goldsborough was succeeded by Lieutenant Meeks, of the United States Navy, who erected at his own expense an observatory sixteen feet square.

A bill was passed by Congress, approved August 31, 1842, authorizing the Secretary of the Navy to contract for the building of a house for the charts and instruments of the Navy on a plan not exceeding in cost twenty-five thousand dollars. In June, 1871, Congress authorized

¹ Soley: *History of the Naval Academy*, 135.

² *Ibid.*, 136.

the superintendent of the observatory to contract for a large refractor at a cost not exceeding fifty thousand dollars. In the following year Congress appropriated fifty thousand dollars for this purpose, and one hundred thousand dollars more for the erection of a tower and dome for this instrument.

Regular sums were set apart out of the Navy appropriation from time to time for the support of the Naval Observatory. In 1860, \$59,360¹ were granted for its support; \$65,900² in 1871 (these estimates include the expenses in getting out the Nautical Almanac for these years); and in 1880, \$22,500³ (for observatory alone).

Along with the observatory has grown up a special library, partly through gifts and donations and partly through appropriations. In 1881 the observatory library numbered eighty-five thousand volumes.

THE LIBRARY OF CONGRESS.

EARLY HISTORY OF THE LIBRARY.

The National Library, or Library of Congress, was established in 1800, a short time before the seat of government was changed to Washington. It had its origin in the needs and demand of Congress for books and information. Previous to 1800, when the National Legislature assembled at Philadelphia, it had no library of its own, but was dependent upon private libraries of the different members and the gratuitous use of books tendered by the Library Company of Philadelphia.

The first appropriation made by Congress for the purchase of books was on the 24th of April, 1800. Under "An act to make further provisions for the removal and accommodation of the Government of the United States" the sum of five thousand dollars was appropriated for the purchase of such books as might be necessary for the use of Congress at the city of Washington, and for fitting up a suitable apartment for containing them and placing them therein.⁴ The books, pamphlets, maps, etc., purchased in pursuance of this act form the nucleus of the Congressional Library.

A report⁵ submitted to the House December 21, 1801, by John Randolph, of Virginia, chairman of the committee appointed to take into consideration the care of books, formed the basis of the first systematic statute organizing the Library of Congress. This act⁶ located the Library of Congress, created the office of librarian, and vested his appointment in the President of the United States, placed the regulation of the library under the supervision of the President of the Senate and Speaker of the House, and further, regulated the taking of books

¹ See Ex. Doc. for 1860.

² *Ibid.*, 1871.

³ *Ibid.*, 1881.

⁴ Laws of United States, V, 376.

⁵ American State Papers, Miscellaneous, I, 253.

⁶ *Ibid.*

from the library. The expenditure of funds for books was placed under the direction of a joint committee consisting of three members from each House.

In 1814, when the Capitol was burned, the library, consisting then of three thousand volumes, was entirely consumed with it.

The first movement toward the starting of a new library was made by Thomas Jefferson, then in retirement at Monticello. While President he had taken deep interest in the establishment of the old library, and a few months after it was destroyed he made the generous offer of his own private library to Congress, at cost. Congress, after considering the matter, appropriated \$23,950 for the purchase of this valuable collection¹ numbering in all six thousand and seven hundred volumes.

The annual appropriation during these early years was one thousand dollars, but in 1818 the appropriation was raised to two thousand dollars² per annum, and again raised to five thousand dollars³ in 1824, at which amount it remained for twenty or thirty years.

The Library was removed in 1824⁴ from the temporary brick building occupied by Congress to a room in the central Capitol building, still occupied as the central Library hall.

METHODS OF INCREASE.

There are five ways by which the Library of Congress increases regularly, viz, by deposits from the Smithsonian Institution, purchase, copyright, donation, and exchange.

APPROPRIATIONS BY CONGRESS.

The Library continued to grow until, in 1855, it numbered fifty-five thousand volumes. In December of that year thirty-five thousand volumes were destroyed by fire. In the following year Congress appropriated \$72,500 for the reconstruction of the Library rooms, and \$75,000 for the immediate purchase of books. The regular appropriation of seven thousand dollars per annum, which had obtained for a number of years, was increased in 1861 to ten thousand dollars.

In 1866 the Library received a valuable accession in the shape of forty thousand volumes (principally scientific works) from the Smithsonian Institution. Since then deposits have been made from that source regularly each year.

An appropriation of one hundred thousand dollars was made by Congress in 1867 for the purchase of the Force Library, a collection of sixty thousand articles in books, pamphlets, etc. Smaller collections and special books are purchased each year with the funds regularly appropriated.

¹ American State Papers, Miscellaneous, I, 377.

² U. S. Statutes, III, 477.

³ *Ibid.*, IV, 60.

⁴ *Ibid.*

By the copyright law of March 3, 1865, one copy (later two) of each publication for which the Government grants a copyright is required to be deposited in the Library of Congress. By an act of Congress approved July 8, 1870, the entire registry of copyrights within the United States, which was previously scattered all over the country in the offices of the clerks of the United States district courts, was transferred to the Library of Congress. The advantage gained by this change was important. It secured the advantage of one central office, where all works published throughout the country could be found; and besides, from this time on the copyright fees were paid into the treasury instead of being absorbed, as they formerly were, by the clerical expenses of the offices of the district courts. Thus by this latter means a considerable sum is saved each year to the Library for the purchase of books and other regular expenses. Some idea of the addition of books to the Library by means of the copyright system, as well as the income through copyright fees, may be received from the following table:

Increase of Library of Congress through copyright law.¹

Year.	Books deposited through copyright law.	Copyright fees.	Year.	Books deposited through copyright law.	Copyright fees.
1870.....	5,600	\$4,748	1875.....	15,927	\$13,151
1871.....	12,688	10,187	1876.....	14,882	12,500
1872.....	14,164	12,283	1877.....	15,758	13,026
1873.....	15,352	13,404	1878.....	15,798	13,134
1874.....	16,283	13,524	1879.....	18,125	14,689

LAW LIBRARY.

The Law Library of Congress, though located in a different room, is under the charge of the Librarian of Congress and subject substantially to the same regulations as the general Library. This Library numbered thirty-five thousand volumes in 1876.

GROWTH OF LIBRARY.

During the period 1860-'84 the Library of Congress has increased more than eightfold. In 1860 it contained 63,000 volumes; in 1866, 100,000; in 1872, 246,000; in 1878, 374,022; and in 1884, 513,441.²

THE NATIONAL MUSEUM AND SMITHSONIAN INSTITUTION.

There is perhaps no more striking example of the encouragement of learning by a state than that presented by the history of the National

¹ Librarian's Reports in Senate documents, 1870-'79.

² Librarian's reports.

Museum at Washington. In giving assistance to this *generally* known though not *well* known institution, the Government has aided the cause of education and the spreading of universal knowledge in a most catholic manner.

THE IMPORTANCE OF MUSEUMS IN EDUCATION.

As the late Prof. Joseph Henry well remarked, "there is scarcely any subject connected with science and education to which more attention is given at the present day than that of collections of objects of nature and art known under the general denomination of museums. This arises from their growing importance as aids to scientific investigation and instruction."¹

It is generally conceded that the primary object of a museum is to furnish scholars with materials with which to work; but the Museum at Washington has been a means of instruction to the people at large and a great national educator. It has not only furnished the means for the "increase and diffusion of knowledge among men" as individuals, but it has been the strong support and ally of learned societies, the example and pattern to museums throughout the several States and foreign countries, and, through the Smithsonian agency, a promoter of knowledge throughout the world.² One can not come from a visit to the average college or university museum where objects are buried, or where the museum has been a receptacle for all sorts of unclassified material which found little place elsewhere, and enter the National Museum without being impressed with a new idea of the true use of a museum. It is more than a storehouse; it is learning illustrated and classified; or, to use Professor Goode's definition, "a museum is a carefully selected series of labels, each illustrated by a specimen." Under the influence of such ideas as this and the liberal views of men like Professors Henry, Baird, and Langley, the museums throughout the country are beginning to have a new appearance and effect a new work.

Great as has been the work of the National Museum already, its opportunities at the present and for the future in forwarding the interests of education are being multiplied each day. While scientific research continues, while public lectures are given, while the system of exchanges goes on, and questions are answered citizens throughout the United States, from three hundred to three hundred and fifty thou-

¹ Smithsonian Report, 1870, *Ibid.*, 1885, 5.

² "Not only are collections sent to other institutions for study, but there are always from ten to twenty specialists at work in the building availing themselves of the hospitalities of the establishment. At present the entire natural history collections of the National Museum of Mexico are here under the charge of two principal naturalists of that country." Dr. G. Brown Goode in *The Chautauquan*, 1885. A suggestive article by Dr. Goode, on "Museum History and Museums of History," appears in the *Papers of the American Historical Association*, vol. iii, 497-519.

sand persons visit the museum each year. The great majority of these come to see the curiosities. Some go away impressed with the vastness of what they saw, having a confused panorama of the whole collection, with a certain half-knowledge about a great many things which renders them no service as a means of education. Others come for a special purpose, remaining one or more days or weeks to study particular things in special departments.

While the highest interests of scientific research must be subserved, the diffusion of knowledge from the stand-point of general education might be greatly increased. Some subjects bearing upon ancient and modern society, archæology, anthropology, ethnology, history, economics, industries, and arts could possibly be so handled as to make a more direct impression upon the intelligent public, and, while thus giving actual instruction to thousands, furnish a lesson and an example to all State, college, and university museums in the country. But before proceeding further with the discussion let us ascertain what has already been done.

HISTORY OF THE SMITHSONIAN INSTITUTION.

The existence of the Museum is so closely connected with that of the Smithsonian that a review of the more important historical events of the latter is necessary to a full understanding of the former.

THE BEQUEST OF JAMES SMITHSON.

As is perhaps well known, the original source of the foundation of the Smithsonian was the bequest of James Smithson, an English scientist, who, in his will of October 23, 1826, left all of his property "to the United States of America • • • to found at Washington, under the name of the Smithsonian Institution, an establishment for the increase and diffusion of knowledge among men."¹

James Smithson was a gentleman of good family, who devoted his life chiefly to study and scientific writing, particularly in the lines of geology, mineralogy, and chemistry; and coupled with a love of science was a desire to perpetuate his name through his works. He says: "The best blood of England flows in my veins; on my father's side I am a Northumberland; on my mother's I am related to kings; but this avails me not. My name shall live in the memory of man when the titles of the Northumberlands and the Percys are extinct and forgotten."² Such was the sentiment of a man who chose to bestow upon a young and growing nation his private fortune, to be used for the benefit of mankind.

Prof. W. R. Johnson, in speaking of Smithson, has characterized the

¹ Fac-simile copy of the will of James Smithson, found in Rhees's *Smithson and his Bequest*, 24; an exception was made of an annuity of one hundred pounds to J. Fitall.

² Rhees, 2.

spirit of the foremost men in connection with the Institution since its foundation. He says: "The man of science is willing to rest on the basis of his own labors alone for his credit with mankind and his fame with future generations. In the view of such a man, the accidents of birth, of fortune, of local habitation, and conventional rank in the artificial organization of society, all sink into insignificance by the side of a single truth of nature. If he have contributed his mite to the increase of knowledge; if he have *diffused that knowledge* for the benefit of man, and, above all, if he have applied it to the useful or even to the ornamental purposes of life, he has laid, not his family, not his country, but the world of mankind under a lasting obligation."¹

The United States Government accepted the gift, and appropriated ten thousand dollars to carry the case through the courts of chancery.²

After all expenses were deducted, the net proceeds of the bequest were paid over to the treasury in Philadelphia, to the amount of \$508,318.46.³ This sum was increased by interest, until a statement, made August 10, 1846, exhibits the sum of \$773,753.07 in the fund and its accumulations.⁴ Out of this fund the building was erected, and other expenses reduced it to \$515,109.

In 1867 the Secretary of the Treasury was authorized to receive a residuary legacy of Smithson amounting to \$26,210.63, on the same conditions as the original bequest. The fund was also increased by savings and by two private bequests, one by James Hamilton, in 1874, of one thousand dollars, and the other by Simon Habel, in 1880, of five hundred dollars. The total permanent fund in the Treasury of the United States bearing six per cent. interest at present amounts to \$703,000.⁵

THE FEDERAL GOVERNMENT BECOMES GUARDIAN TO THE BEQUEST.

The Federal Government thus became the guardian of this bequest, being limited in carrying out the plans of the giver by these words, "the increase and the diffusion of knowledge among men." Although under the direction of the Government, it has ever exercised a wholesome neutrality, never becoming involved in the toils of practical politics.

Professor Langley says in a recent report as secretary of the Smithsonian, "The position of the Smithsonian is that of a ward of the Government, having property of its own, for which that Government acts the part of trustee, while leaving its administration wholly with the regents; it follows that the Institution enjoys a measure of inde-

¹ Rhees, 2.

² July 1, 1836.

³ Report of Professor Langley, secretary, 1887-88, 6.

⁴ Professor Henry, in Smithsonian Reports, XVII, 758.

⁵ Secretary's Report, 1887-88, 7.

pendence, and in it a power of initiative good which ought to be deemed its most privileged possession; so that any action which is taken by one having its interests at heart ought to be with this consideration of its independence always in mind."¹ Much earlier Professor Henry advanced a similar idea when he said: "That the Institution is not a national establishment, in the sense in which institutions dependent on the Government for support are so, must be evident when it is recollected that the money was not absolutely given to the United States, but intrusted to it for a special object."² However, since the establishment of the National Museum in connection with the Smithsonian Institution, which is supported by an increasing annual appropriation, the Government has been drawn continually closer to the Institution, though the constitution and powers of the regents will doubtless lift it above any possible baneful influence of partisanship.

After the acceptance of the bequest, the question of deciding in what manner the terms of the will could best be complied with and what direction the proposed new institution should take, arose and produced a long discussion. Martin Van Buren, then President of the United States, through the Secretary of State, Mr. Rush, addressed a communication to prominent men, soliciting their opinions in regard to the best method of disposing of the funds.³ The replies were various, and in some instances plans were exceedingly diverse.

Thomas Cooper, of South Carolina, thought that a national university should be located at Washington, with studies of a practical tendency, and open only to the graduates of colleges in the United States.⁴ He would exclude ethics and politics, and lay great stress upon mathematics, chemistry, botany, etc. Had he advocated the former, he would doubtless have followed the opinions of the illustrious father of our country. Francis Wayland, of Brown University, also recommended a university. "Its object would be to carry forward a classical and philosophical education beyond the point at which a college now leaves it, and to give instruction in the broad and philosophical principles of a professional education."⁵

Richard Rush, of Philadelphia, submitted a plan⁶ for the collection and diffusion of seeds and plants throughout the world, with buildings, and lecture and publication bureaus in connection. He did not approve of an educational institution, as it appeared too narrow in his conception of the spirit of the bequest.

John Quincy Adams was also opposed to plans for education. He said: "I think that no part of the money should be applied to the endowment of any school, college, university, or ecclesiastical establishment." He did not wish to depend on foreign patronage for the education of American youth, but proposed the erection of an astronomical

¹ Report for 1887-'88, 2.

² Smith. Mis. Coll., XVII, 949.

³ *Ibid.*, 837.

⁴ *Ibid.*, 838.

⁵ *Ibid.*, 839.

⁶ *Ibid.*, 849.

observatory, a favorite theme with him.¹ "But the great object of my solicitude," he continues, "would be to guard against the cancer of almost all charitable foundations—jobbing for parasites, and sops for hungry incapacity."

Many other opinions were given, more or less remarkable, but want of space will not permit their repetition here. It is sufficient to say that none of the plans were accepted, although they had influence in determining the disposal of the bequest. The idea of a university was defeated by the arguments of Rufus Choate and others, on the ground of its "narrow utilitarianism." The subject of organization was brought up again and again before any conclusion as to the disposal of the bequest could be made. The present plan was finally wrought out of many, through a compromise, Mr. Choate breaking down all opposition in favor of universities by his masterly oratory.

ORGANIZATION OF THE INSTITUTION.

An organization was finally effected, and the funds made subject to the control of a board of regents. The institution is placed under the control of a board consisting of the President of the United States and his cabinet, the Commissioner of Patents, and a board of regents, comprising the Vice-President of the United States, the Chief Justice of the Supreme Court, three members appointed from the Senate, three from the House, and six other persons not members of Congress, two of whom must be residents of Washington.² This represents the present organization, slight changes having been made from the original plan.

Professor Henry, in the Secretary's first annual report, submitted a programme of organization of the Smithsonian Institution, which was adopted by the board of regents December 13, 1847, and has since become the settled policy of the institution, with the exception of slight changes by resolutions adopted in 1855. The programme provided for a museum, a library, and a gallery of art, with a building to contain them.

From the will of Smithson the following outline was deduced as a plan of organization: *To increase knowledge*: It is proposed (1) to stimulate men of talent to make original researches by offering suitable rewards for memoirs containing new truths; and (2) to appropriate annually a portion of the income for particular researches under the direction of suitable persons.

To diffuse knowledge: It is proposed (1) to publish a series of periodical reports on the progress of the different branches of knowledge; and (2) to publish occasionally separate treatises on subjects of general interest.

¹ In his first inaugural message John Quincy Adams recommended an appropriation by Congress for the establishment of an astronomical observatory. The proposition was received with ridicule.

² Report for 1885, 4.

These main propositions were further analyzed and specified. The secretary is now made responsible to Congress, and reports directly to that body rather than to the board of regents.

THE NATIONAL MUSEUM.

It is through this institution that the Government has performed its chief service to the cause of universal knowledge. The National Museum is at present under the direction of the regents of the Smithsonian. The nucleus was formed in 1846, under the title of the "National Cabinet of Curiosities," the specimens being stored at that time in the Patent Office building. Eleven years after the specimens were placed under the charge of the Smithsonian Institution; their custody was accepted by the regents on the condition that sufficient yearly appropriations should be made by Congress for their proper care. Since then materials have increased rapidly from year to year, and have been collected chiefly from the following sources.¹

(1) "Natural history and anthropological collections accumulated since 1850 by the efforts of the officers and correspondents of the Smithsonian Institution.

(2) "The collection of the Wilkes exploring expedition, the Perry expedition to Japan, and other naval expeditions.

(3) "Collections of the scientific officers of the Pacific Railroad Survey, the Mexican Boundary Survey, and the surveys carried on by the Engineer Corps of the Army.

(4) "The collections of the United States Geological Surveys, under the directions of the United States geologists, Hayden, King, and Powell.

(5) "The collections of the United States Fish Commission."

(6) "Gifts by foreign governments to the Museum, or to the President and other public officers of the United States, who are forbidden by law to retain such gifts in their private possession.

(7) "The collections made by the United States to illustrate the animal and mineral resources, the fisheries, and the ethnology of the native races of the country, on the occasion of the International Exhibition in 1876, and the fishery collections displayed by the United States in the International Exposition, at Berlin in 1880, and at London in 1883.

(8) "The collections given by foreign governments of the several foreign nations, thirty in number, which participated in the exhibition at Philadelphia.

(9) "The industrial collections given by numerous manufacturing and commercial houses of Europe and America, at the time of the Philadelphia exposition and subsequently.

(10) "The material received in exchanges for duplicate specimens from the museums of Europe and America at the time of the Philadelphia exhibition and subsequently."

¹ Report for 1885, II, 4 *et seq.* Report of Dr. Goode.

These are the principal sources, and are given here to show the vast amount of material that may be used to illustrate science and promote education. The increase of the number of collections made it necessary for Congress to make a large appropriation in 1877 for the purpose of constructing the present museum building. Congress appropriated two hundred and fifty thousand dollars, which was subsequently increased to \$315,400 by special appropriations for furnishings, etc. A study of the building and its appointments would convince the most skeptical person that here is an instance of the economical use of public funds for the aid of knowledge unparalleled in history. Prior to the erection of this building (1880), the total number of groups of specimens received was 8,475; since its erection more than twelve thousand groups have been added.

It appears from a recent report of the Secretary¹ that there were on hand at the close of the year 1888 specimens or lots of specimens numbering two million eight hundred thousand.

Congress has gradually increased the appropriations for the care of the museum from four thousand dollars in 1857 to ten thousand dollars in 1870, and the last appropriation in 1888 amounted to \$220,000, and the Secretary's estimate for 1889 reached the sum of \$279,500 for all expenses.

EDUCATIONAL WORK.

Dr. Goode, in his address before the American Historical Association in Washington, in December, 1888, emphasized the importance of the educational advantages offered by the Museum. "He thinks that the Museum is largely educational. By using books, pictures, casts, maps, and personal relics for illustrative purposes, the friends of history in America can greatly stimulate popular interest in the development of human culture and modern civilization."² "The National Museum is already beginning to illustrate the origin and growth of music, the highest of all arts. The history of the ways and means of transportation, simple as the idea now seems, covers the entire range of man's economic development, from the rude devices of the savage to the modern applications of steam and electricity by civilized man. As a practical means of quickening popular interest in the historical side of the National Museum, it was suggested that a national portrait gallery be developed in Washington, with pictures of early discoverers, colonial founders, pioneers, governors, statesmen, and public men, grouped, when possible, by States."³

Free access to the collections has been given to students in the various branches of natural history, and instruction has been given to

¹ Report for 1888, 54, Dr. G. Brown Goode.

² Abstract by Prof. H. B. Adams. See Papers of American Historical Association, vol. iii, for text of Dr. Goode's paper.

³ Abstract by Prof. H. B. Adams.

a few persons in taxidermy and photography. The latter has been done at the request of the executive department, as the students have rendered service in return for the instruction given.

Gifts and loans of photographs and working drawings of the Museum cases, specimens and copies of Museum labels have been made to other public institutions.

This represents the true national idea in education—to aid by its superior methods all other institutions of similar character throughout the wide realm of States. To this end the National Museum should be a model institution in every respect. Material aid has also been given by the distribution of two hundred and sixty-four lots of specimens to museums, colleges, and individuals. Professor Langley, in his last report, says: "The importance of museum collections for the purposes of education in schools is becoming of late years much more fully appreciated, and it seems desirable to make some changes in the manner of distributing specimens, especially to make the collections sent out so complete—within such limits as it may be possible to develop them by methods of arrangement and labels—that they may be ready for immediate use in instruction."¹

LEARNED SOCIETIES.

The National Museum endeavors to co-operate with all learned societies which place themselves in an attitude to render co-operation possible.

The annual meeting of the National Academy of Sciences was held in the Museum building; a course of Saturday lectures, twelve in number, was given in the lecture-room; and four lectures were given by the Amateur Botanical Club of Washington in the same room. The Biological Society of Washington and the Botanical Branch of the same held some of their meetings in the building. There is a growing tendency toward co-operation of the different scientific institutions in the United States with the work at the Museum.

During the past year the American Historical Association was chartered by Congress, and an intimate connection was established between the Association and the Institution. As the passage of this bill of incorporation marks a new development, and presages a new use of the historical resources of the Museum, it is quoted here:

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Andrew D. White, of Ithaca, in the State of New York; George Bancroft, of Washington, in the District of Columbia; Justin Winsor, of Cambridge, in the State of Massachusetts; William F. Poole, of Chicago, in the State of Illinois; Herbert B. Adams, of Baltimore, in the State of Maryland; Clarence W. Bowen, of Brooklyn, in the State of New York, their as-

¹ Report of Secretary for 1888, 55.

sociates and successors, are hereby created in the District of Columbia a body corporate and politic, by the name of the American Historical Association, for the promotion of historical studies, the collection and preservation of historical manuscripts, and for kindred purposes in the interest of American history and of history in America. Said association is authorized to hold real and personal estate in the District of Columbia so far only as may be necessary to its lawful ends to an amount not exceeding five hundred thousand dollars, to adopt a constitution, and to make by-laws not inconsistent with law. Said association shall have its principal office at Washington, in the District of Columbia, and may hold its annual meetings in such places as the said incorporators shall determine. Said association shall report annually to the secretary of the Smithsonian Institution concerning its proceedings and the condition of historical study in America. Said secretary shall communicate to Congress the whole of such reports, or such portion thereof as he shall see fit. The regents of the Smithsonian Institution are authorized to permit said association to deposit its collections, manuscripts, books, pamphlets, and other material for history in the Smithsonian Institution or in the National Museum; at their discretion, upon such conditions and under such rules as they shall prescribe.

“Approved, January 4, 1889.”

This association should aim to connect itself with all State institutions of a similar nature in the country, and thus begin a systematic and practical use of the Museum. On the other hand there is ample opportunity to develop a department of modern as well as ancient history in the Museum. How this is to be done depends upon the association and the authorities of the Museum. But from this central body might go out to libraries, and schools, and lecture bureaus, and to historical societies, copies of manuscripts, photographs, and bulletin plates for lecturers throughout the country.

Possibly there could be established at Washington a central lecture course on history, which includes in these days anthropology, ethnology, geography, and economics, and by means of photographs and plates similar lectures could be given elsewhere, until there would be a united body of historians all over the land studying from a common center, after an organized plan, and continually contributing to the increase and “diffusion of knowledge among men.”

It would seem desirable for the association to establish relations with local and State historical societies for the purpose of co-operation in research, the collection of materials, and the diffusion of historical knowledge. The secretary of the Smithsonian was one of a committee of three appointed by Congress to form a commission on historical manuscripts.

With organized work a valuable collection of historical archives, family papers, valuable letters, and historical autographs might be made.

Professor Goode's idea that the chief value of a museum is educa-

tional applies to every department of knowledge that can be illustrated by a specimen or picture; and in this department, as in others, the possibility of an intelligent use of museums is slowly dawning upon teachers. A dingy room filled with unclassified material will soon be an indication that there are other fossils filling professors' chairs.

The present use of the American Museum of Natural History, in Central Park, New York, for the systematic instruction of professional teachers is a commendable illustration of progress in this line. A regular course of lectures is formed, which are delivered in regular order on Saturdays, in a small hall prepared for the work, with a seating capacity of 275 persons. The trustees hired Chickering Hall for the benefit of the autumn course (1887). The average number attending was 1,329. Besides the use of materials for illustration, stereopticon slides are used to reproduce non-portable materials.

The State has indorsed the work by a liberal appropriation for carrying it on.

PUBLIC LECTURES.

One of the early plans was to have in connection with the Museum a course of lectures, more or less popular in their nature. The board of regents accordingly authorized a system of free lectures in the Smithsonian Institution. The first lectures were delivered in 1848, there being devoted to this purpose the sum of eighty dollars. The amounts appropriated for lectures increased from year to year, together with the incidentals connected with illustrating lectures, the greatest appropriation reaching the sum of \$1,044.32, in the year 1863. In 1865 the lecture courses were suspended for a term of five years, being resumed in 1870, and suspended again in 1876. From 1848 to 1876 lectures were continued through twenty-four years, during which time there was appropriated for this purpose out of the Smithsonian fund the total sum of \$21,701.28.¹ The lectures at present held in the hall of the Museum have been under the auspices of the learned societies, though of a somewhat miscellaneous and popular nature. These were largely attended. Many of the lectures had direct reference to the work of the Museum, and were illustrated by specimens.²

PUBLICATIONS AND EXCHANGES.

"The diffusion of knowledge among men" has been effected in different ways by the Institution, but chiefly through publications and exchanges. The principal publications are of five series, as follows:³ (1) Contributions to knowledge; (2) Miscellaneous collections; (3) Annual report of the board of regents to Congress; (4) The proceedings of the National Museum; and (5) Annual reports of the Bureau of Ethnology.

¹ Smith. Mis. Coll., XVIII, 729.

² G. Brown Goode, Report for 1885, 21.

³ Secretary's Report for 1888, 21 *et seq.*

The first series was commenced in 1848, and now numbers twenty-five volumes, composed of valuable papers of scientific research. The second series was commenced in 1862; though of less scientific importance than the first, it has increased far more rapidly, its published volumes now numbering thirty-three. The foregoing publications have been made at the expense of the Smithsonian income on permanent funds, while the remaining three series have been published at the expense of the Government, annual appropriations having been made by Congress for the same. However, this publication is not without expense to the Smithsonian fund, as the preparation of suitable material for an appendix¹ has been a constant and increasing charge upon the Institution, amounting to several thousand dollars each year.

Under the head of Proceedings of the National Museum are to be included (1) the bulletins and (2) the proceedings. The former are short monographs on "biological subjects, check lists, taxonomic systems," etc., and furnish a prompt publication of the descriptions of minerals received and a means of "illustrating the mineral, botanical, zoölogical, and ethnological specimens belonging to the Museum." This series was commenced in 1875, thirty-two bulletins having been published since that time.

The "proceedings" consist of shorter and less elaborate publications for the purpose of giving recent accounts of new accessions to the Museum and newly acquired facts.

These irregular publications are collected into bound volumes, one being published annually. This series commenced in 1878, and now numbers nine volumes, "averaging about six hundred and fifty pages, and illustrated with numerous wood-cut plates."

Though not so important, viewed in the light of scientific research, as other publications, this last series is exceedingly useful in bearing directly upon general education.

The last series to be mentioned is that of the annual report of the Bureau of Ethnology, of which only four large-size volumes of royal octavo form have been published. They contain matter of great importance to the anthropologist and are valuable additions to science.

The Smithsonian managers have always distributed these volumes of the different series with a liberality limited only by their resources for printing.

The institution has been able to print in ordinary cases only from 1,250 to 1,500 copies of each work, three-fourths of which go to supply the regular lists of correspondence and the exchanges. "The distribution is made first to those learned societies of the first class which give to the institution in return complete sets of their own publications; secondly, to colleges of the first class furnishing catalogues of their libraries and students and publications relative to their organization and history; thirdly, to public libraries in this country having twenty-

¹The appendix contains an "annual record of science and industry," since 1880.

five thousand volumes; fourthly, they are presented in some cases to still smaller libraries, especially if no other copies of the Smithsonian publications are given in the same place and a large district would otherwise be unsupplied; lastly, to institutions devoted exclusively to the promotion of particular branches of knowledge, such of its publications are given as relate to their special objects."¹

The system of exchanges was adopted in 1846, and was continued through twenty years of successful work, when a new duty was laid upon the Institution by an act of Congress in 1867, creating the international exchange of Government publications, combining the interests of knowledge with a Government agency for the distribution of official documents. The amount of work accomplished in this system of exchanges is truly wonderful. In its present condition there were shipped in 1886-87 "10,000 domestic and over 40,000 foreign packages of books," and this was increased in the following year to over "12,000 domestic and 62,000 foreign packages."

From 1868, the time of the first operation of the act regulating Governmental exchanges, to 1881, the expenses of the said exchanges were borne entirely by the Smithsonian Institution. In the latter year Congress made an appropriation of \$3,000 for that purpose, and it has been gradually increased from year to year. Prior to 1880 the Institution expended \$92,386.29 for exchanges, two-thirds of which was on account of the Government; since 1880, \$96,065.85 have been expended, and \$57,500 of this sum were paid by the Government.²

This will suffice to show something of the nature and amount of work done by the Institution in the interest of knowledge. In addition to this, thousands of scholars and individuals throughout this country and others have been benefited by the answers to scientific questions that come annually to the Institution concerning specimens of minerals, plants, and animals, or to questions for more general information.

CHANGES IN THE WORK OF THE INSTITUTION.

During the administration of Professor Henry, a man who devoted his entire life largely to scientific investigation, there was a tendency to shut off all departments of the Institution not in the direct line of original research. The first to be disposed of was the museum of art, which passed under the control of the managers of the Corcoran Art Gallery.

Later the meteorological bureau was made a separate department; formerly all observations were carried on under the direction of the Smithsonian. The herbarium was also disposed of, and is now under a separate management. An attempt was made to place the museum under separate charge, but it did not succeed.

The library was deposited with the Congressional Library in 1867, on

¹ Report of Secretary for 1888, 25.

² *Ibid*, 28.

account of lack of room and in order to place the books in a fire-proof building. When placed there the library numbered about forty thousand volumes, obtained chiefly through exchanges, and containing the publications of learned societies as well as representing the history of every branch of positive science.

The library has increased so that it now numbers about two hundred and fifty thousand volumes. A small number, about one-twentieth of the whole, is kept in the museum building for a reference library, under the titles of "secretary's library" and "editor's library."

During the year 1887-88 there were 18,948 books, pamphlets, and maps deposited in the several libraries by the Smithsonian Institution.

The treatment of the Smithsonian fund has been quite remarkable. Besides carrying on the great work of investigation, the Institution has now a library equal in value to the original fund or bequest, and buildings equal to more than half the original bequest, while the present fund is nearly two hundred thousand dollars greater than the original bequest. The regents were authorized to make additions to the fund by such deposits as they saw fit, not exceeding, with the original bequest, one million dollars.

The amount of work now required is even greater than the present limited means will accomplish. If the permanent fund were increased to the full limit, as it ought to be, the work could be rendered by far more effective.

NATIONAL APPROPRIATIONS.

Statement of appropriations by Congress for the National Museum from 1857 to 1888, inclusive.¹

Date of act.	Preservation of collections.	Furniture and fixtures.	Heating and lighting.
March 3, 1857		\$15,000.00	
June 2, 1858	\$4,000.00		
March 3, 1859	4,000.00		
June 25, 1860	4,000.00		
March 2, 1861	4,000.00		
March 1, 1862	4,000.00		
March 3, 1863	4,000.00		
July 2, 1864	4,000.00		
April 7, 1865	4,000.00		
July 28, 1866	4,000.00		
March 2, 1867	10,000.00		
July 20, 1868	4,000.00		
March 3, 1869	4,000.00		
July 15, 1870	10,000.00	10,000.00	
March 3, 1871	10,000.00	10,000.00	
May 18, 1872		5,000.00	
June 2, 1872	15,000.00	10,000.00	
March 3, 1873	15,000.00	15,000.00	
		12,000.00	

¹ Appropriations for printing are not included in this list.

Statement of appropriations by Congress for the National Museum, etc.—Continued.

Date of act.	Preservation of collections.	Furniture and fixtures.	Heating and lighting.
June 23, 1874	\$20,000.00	\$10,000.00	
March 3, 1875	20,000.00	{ 10,000.00	
		{ 2,500.00	
July 31, 1876	10,000.00		
March 3, 1877	18,000.00		
June 20, 1878	18,000.00		
March 3, 1879	{ 23,000.00		
	{ 4,000.00		
June 16, 1880	45,000.00	50,000.00	
March 3, 1881	55,000.00	60,000.00	\$6,000.00
March 6, 1882		50,000.00	
August 7, 1882	75,000.00	60,000.00	6,000.00
August 4, 1886 ¹	149.16		
March 3, 1883	90,000.00	60,000.00	6,000.00
July 7, 1884	91,000.00	40,000.00	6,000.00
March 3, 1885	95,000.00	{ 40,000.00	{ 9,000.00
		{ 2,801.42	
August 4, 1886	106,500.00	40,000.00	{ 631.37
March 3, 1887	116,000.00	40,000.00	{ 11,000.00
October 2, 1888	125,000.00	40,000.00	12,000.00
Total	1,015,649.16	562,391.42	68,631.37

¹Deficiency of 1882, but appropriated in August, 1886.

BUREAU OF EDUCATION.¹

When we contemplate the vast amount of useful work that is now being done by this department of the Government in the collection and dissemination of knowledge, it seems strange that the United States should have existed ninety years as a nation before this institution was called into existence. Though the Bureau was established according to the needs and demands of education, it has served to give strength and vigor to every department of knowledge.

SKETCH OF ITS ORIGIN.

It is impossible to treat fairly the subject of higher education in the United States without placing among the foremost agencies for the promotion of knowledge this Government clearing-house for statistical and historical information. "Educators, political economists, and statesmen felt the need of some central agency by which the general educational statistics of the country could be collected, preserved, condensed, and properly arranged for distribution. This need found expression finally in the action taken at a convention of the superintendence de-

¹For a full discussion of the subject, see "The National Bureau of Education; Its Work and Limitations," by Alexander Shiras, D. D., and "Answers to Inquiries about the Bureau of Education; Its Work and History," by Charles Warren, M. D.

partment of the National Educational Association, held at Washington, February, 1866, where it was resolved to petition Congress in favor of a National Bureau of Education."¹

The memorial was presented in the House of Representatives, with an accompanying bill for the proposed Bureau, by General Garfield, who on this occasion made an able speech on national education. The bill was passed by the House, and subsequently by the Senate, with an amendment creating a department of education instead of a bureau, as was first proposed.

The act took effect in July, 1868, and was amended in June of the following year, by abolishing the Department of Education and creating a Bureau of Education as an Office in the Department of the Interior, the form in which it has since existed. Section first of the text of the act sets forth the chief objects of the Bureau of Education as follows :

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be established, at the city of Washington, a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

As defined by this act, the range of the work of the Bureau is unlimited as far as all classes and grades of schools are concerned, and, in fact, the subject of higher education and libraries, with all means of education, should receive as much attention as the common schools.

It was not intended by the originators of the plan for the Department of Education, nor by those who gave it their intelligent consideration in Congress, that it should ever exercise national control over the administration of education. Yet no other agency has done so much toward the homogeneity of schools and methods as this. If it does not bring the youth from all over the country into one institution and there instruct them after a uniform plan, it does acquaint each part of the nation with what all the other parts are doing in education. This, after all, is the great method of leveling distinctions and turning local pride into desires for universal education.

MAGNITUDE OF THE WORK DONE.

The work of the Bureau is increasing rapidly, and the collections and classifications of educational material in the library render the work permanent and thorough in its effects.

¹ Warren, 9.

The idea of forming a library at the national capital with works treating of education alone is in itself an inspiring thought.

The library of the Bureau is becoming exceedingly useful to educators and investigators of educational subjects. It now contains twenty-two thousand bound volumes and sixty thousand pamphlets, besides many thousand duplicates for exchange and distribution. During the past year one thousand seven-hundred volumes and fifteen thousand pamphlets were added; eight thousand cards for the catalogue were written, and over three hundred giving reference to investigators on different topics were prepared.¹

The library contains many foreign books and periodicals, which greatly enhance its value to students and educators. The clerical work in handling the educational material and attending to the collection and publication of statistics may be illustrated by stating that in 1886-87 the Office received 11,006 written letters, 43,000 acknowledgments, 4,825 documents, and 20,000 replies to statistical forms of inquiry. The office also sent out 19,354 written letters and distributed 218,526 printed documents.²

A GREAT EDUCATIONAL INSTITUTION.

A modern feature of the Bureau is a valuable museum of educational apparatus and appliances. In this collection are now exhibited two thousand five hundred objects.

The Bureau is arranged for the student, as well as for the benefit of schools. As the library and museum increase, it will become more and more valuable in the former respect. Persons who go to the Bureau for the work of research will find under the direction of the Commissioner a polite and attentive body of clerks, who give every needed assistance to find what students desire in the well ordered and well classified library.

The appropriations for carrying on the Bureau are small in comparison with other Government Departments, while the amount of work done is comparatively large. Everybody in the Office works under difficulties on account of the crowded condition of the library and other rooms. While considering the problem of erecting a Congressional Library building Congress could easily and wisely spend a hundred thousand in constructing a new fire-proof building for the library, museum, and offices of the Bureau of Education.

A few statistics kindly furnished by the present Commissioner, Col. H. N. R. Dawson, will show what is being done by the Government.

¹ Report of the Commissioner for 1886-87, 13.

² *Ibid*, 12.

APPROPRIATIONS FOR SUPPORT.¹*Ordinary appropriations for the Bureau of Education, 1867 to 1889.*

Year ended June 30—	Amounts appropriated for—				U. S. Statutes.	
	Salaries.	Library and contingent expenses.	Documents and museum.	All specified purposes.	Vol.	Page.
1867.....	\$3,000			\$13,000	15	8
1868.....	9,400			9,400	15	8
1869.....	9,400	\$10,000		20,000	15	106
1870.....	5,400	600		6,000	15	291
1871.....	8,640	5,800		14,500	16	242
1872.....	10,240	16,200		26,500	16	490
1873.....	17,640	17,210		34,850	17	76
1874.....	17,640	17,210		34,850	17	504
1875.....	18,360	17,210		35,570	18	105
1876.....	18,360	14,210		35,570	18	365-6
1877.....	18,160	12,900		31,060	19	165
1878.....	17,440	11,400		28,840	19	315
1879.....	17,320	11,400		28,720	20	200-1
					20	395
1880.....	17,320	18,400	\$1,000	36,720	21	23-28
					21	223
1881.....	22,180	18,400	5,000	45,580	21	276
1882.....	25,380	18,775	6,000	50,155	21	409
1883.....	44,580	5,975	2,000	52,555	22	249-250
1884.....	44,580	3,875	2,000	50,455	22	557-58
1885.....	44,580	3,375	2,000	49,955	23	188
1886.....	45,420	4,175	3,000	52,595	23	419
1887.....	45,420	4,175	2,500	52,095	24	202
1888.....	45,420	3,000	2,500	50,920	24	625
1889.....	45,420	3,500	2,000	50,920		
	551,500	221,510	28,000	814,110		

¹ Appropriations for printing not included in this summary.

CHAPTER III.

STATE AID TO HIGHER EDUCATION IN NEW ENGLAND.

Education in early New England arose from philanthropic and charitable rather than from political motives. The idea of strengthening government was subordinate to the ideas of an enlightened church society and an educated ministry. In advancing this proposition it must be remembered that the influence of religion on government was very great. This influence is observed in the laws and customs which modified the entire civic polity. Economic and political measures were never lost sight of in the founding of the colonies, but they were always blended with religious interests. Nearly all of the early schools were the direct product of religious impulse, but the government felt it no less a duty on this account to foster and assist them. The people were keenly conscious of their duty to aid education in every conceivable way, not only as individuals, but through their representatives in the General Court. The self-sacrifices of individuals and the ready responses of legislative bodies to the calls of higher education will ever remain to arrest the attention of the thoughtful in succeeding generations.

The attitude of the "State" in early times toward colleges was quite notable. While it did not assume any especial control of the institutions, and gave them at all times an independent existence, yet in a general sense it felt responsible for their establishment and maintenance. The founders of the New England Colleges entertained no such idea of a State institution for the specific support of the civil authority, independent of religious control, as was embodied in the plans of Thomas Jefferson for a school system in Virginia. Though the New England movement was religious, philanthropic, and charitable, rather than political, yet the general ends sought after were the same. Through an educated ministry, an intelligent body of worshipers, and by means of the cultured individual, the entire community was to receive lasting benefit. Much stress was also laid upon the education of the poor, while the untutored Indian was not omitted in the provisions for higher education.

The zeal of the people for education was manifested alike through the self-denial of individuals and the action of their representatives in the General Court. It would have been nothing remarkable for a few

people about Harvard to have supported their own local institution for the sake of the welfare of their children and the prosperity of their own community. But when we consider that the outlying provinces of Maine, New Hampshire, and Connecticut sent to Harvard their contributions, raised by private subscription and by town taxes, then we see how great was the interest in education for its own sake.

It is worthy of note, also, that the first school established by the people in New England was a college. They aimed at the higher education first, believing that it would strengthen and support secondary education. Two objects seem to be superior to all others in the founding of Harvard as well as Yale, (1) an educated ministry, and (2) the preparation of teachers for grammar schools. The full force of the modern school system was by no means grasped at that early day. The idea of the college as the first institution in a new country still survives. It has been the foremost school in the States of the West and South, and with it has been carried the fundamental truth of the necessity of higher education for the support of primary and secondary schools. The order of development of the modern school system has been through the college to the grammar schools, to the primary schools, and finally to the kindergarten.

The institution of town schools, supported by local taxation, was a universal practice in New England. There were different phases of this system in different provinces, but all maintaining the same general characteristics. Sometimes the local taxes were administered through the general legislative body, at others through local boards. The system of grammar schools is the prototype of the modern high schools, supported in most instances by local revenues.

The amounts granted for the support and encouragement of higher education were small, compared to the sums now granted in other parts of the United States for the same purpose. However, they were given when needed, usually at the request of the colleges, and the amounts given were of far greater value than the same amounts would be to-day. In many instances they should be considered liberal donations.

The States of New England are not as liberal to-day in proportion as the colonies were in respect to higher education. But there is not now so much need as then. Many changes have taken place. Theological schools have sprung up; colleges have developed into universities. While it still remains true that colleges are necessary for the support of the ministry, it no longer follows that it is the chief aim of all the educational institutions of New England to supply an educated ministry. The State has sought its own work in other channels, and the theological seminary is no longer the object of its support. Private endowments are building magnificent institutions of learning. Educational universal and special: universal in representing all classes, and special in its application to the different pursuits in life.

The New England college supplied the most pressing need of the times; nevertheless, it was nothing more than a training school for young men, a boarding school without schools or professorships. It was exceedingly narrow in its object and work. But those were narrow times, though life was intense. I speak of this because New England has been struggling against the old regime, her mediæval inheritance, in attempting to enlarge and diversify the means of education.

At first all the settlements centered their efforts on a single institution. Subsequently, when thickly settled communities sprang up elsewhere, other colleges were founded for the convenience of the people or for especial religious purposes.

One thing was favorable to New England education, that is, the quick and certain execution of the law. Whatever was ordered by the legislative bodies was sure of execution. In more sparsely settled portions of the land, under weaker governments, this is not always the case.

MASSACHUSETTS.

Massachusetts was the pioneer State in the establishment and maintenance of a system of public instruction by legislative enactment. Here the first action was taken by the representatives of the people for the support of general education; here the first tax was levied for the support of common schools; here the first State aid was granted for higher education; and it is to Massachusetts that the origin of the system of land grants is to be referred—a system adopted by the National Government and by so many States as to be considered well-nigh continental. The influence of this State upon the school laws, and educational systems and methods of other States has been very pronounced. The other New England States, especially, have as far as possible imitated her example, and followed closely in the wake of her progress, while the influence of the New England system on the Middle, Southern, and Western States has ever been recognized.

FOUNDING OF HARVARD COLLEGE.

Sixteen years after the landing of the Pilgrims at Plymouth, and only six years after the first settlement at Boston, the energetic citizens of the new colony began to provide for higher education. The General Court of the colony of Massachusetts, which met in Boston on the 8th of September, 1636, "agreed to give four hundred pounds towards a school or college, whereof two hundred pounds to be paid the next year and two hundred pounds when the work is finished, and the next court to appoint when and what building."¹

This seems a very small beginning for the foundation of a college,

¹ Mass. Colonial Court Records, I, 183.

especially when we consider the enormous funds now expended for public education and the magnificent endowments of private institutions. But at that time there were less than four thousand people in the colony, and the per-capita tax must have been half a dollar, a rate which at the present day would yield in the State of Massachusetts the enormous sum of over one million dollars. It must also be considered in estimating the value of donations and grants to education at this early period that "These sums in reality represent values ten or even fifty fold greater than the same amounts would to-day."¹

But the Legislature, or General Court as it was called, did not stop here, but granted in 1640 the ferry between Boston and Charlestown for the support of the college,² and ordered an annual rate of one hundred pounds for the same purpose.³ A committee was appointed by the court to proceed with the erection of buildings, and Mr. Eaton was appointed to take charge of the institution and superintend the erection of the first building. The court also granted five hundred acres of land to Mr. Eaton for his support, provided that he would devote his life to the college work. Subsequently Mr. Eaton was accused of tyrannizing over his students; he was tried, and dismissed, and his successor was appointed.⁴

ATTITUDE OF THE STATE.

"Thus," says Prof. C. K. Adams,⁴ "we find the Legislature exercising supreme authority in six different acts: (1) In making a special grant for a college; (2) in laying an annual tax for its support; (3) in determining where the college should be located; (4) in appointing a committee for the erection of buildings; (5) in appointing an officer to the general charge of the institution and providing for his support at the expense of the State, and finally (6) in putting the officer so appointed on trial, removing him, and appointing his successor."⁵ But this was not a State institution in the fullest sense, according to the modern usage of the term, for private benevolence was constantly solicited and as constantly given for its support.

While the State controlled it and assisted it constantly in its days of febleness, the permanent endowments came largely from private sources. The first private gift was made by John Harvard, after whom the college was named (1639), who in 1638 gave his library and half of his estate. There is a discrepancy in the statement of authors concerning the amount of the donation. It is generally stated to be eight hundred pounds. According to the records the amount was £779 17s. 2d., from which only £395 3s. were realized.⁶ The sacrifices of individ-

¹ George Gary Bush: Harvard the first American university, 116.

² Court Records, I, 304.

³ *Ibid.*, II, 231.

⁴ New Eng., XXXVII, 71.

⁵ Quincy: History of Harvard University, I, 460-62.

nals constantly went hand in hand with the generosity and patronage of the State, and upon this basis the first schools of Massachusetts were built. Individuals who could not give even a small subscription in ready money contributed to the support of the college by farm produce or by household articles and books. Among other donations are mentioned "a great silver salt;" "a silver beer-bowl;" "one fruit-dish, one silver sugar spoon, and one silver-tipped jug;" "a silver tankard;" "a pewter flagon;" "corn and meat;" "thirty ewe sheep and their lambs;" "lumber;" "horses,"¹ etc.

These small beginnings rapidly increased in amount until private donations far exceeded in amount the aid of the State. But the function of the State that seems ever since to have been exercised in the United States is that of fostering and protecting education and encouraging and stimulating private benevolence in this direction. The Legislature took the initiative in founding the college, gave by right in perpetuity the Boston Ferry for its support, and came to its timely assistance whenever there was need, at the same time encouraging and protecting to the fullest extent private benevolence toward the institution.

In 1640 an act of the Legislature established a board of overseers of Harvard College, and made provision for control and management as follows:

"It is, therefore, ordered by this Court, and the authority thereof, that the Governor and Deputy Governor for the time being and all the magistrates of this jurisdiction together with the teaching elders of the six next adjoining towns; viz: Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester, and the president of the said college for the time being shall from time to time have full power to make and establish all such orders, statutes, and constitutions as they shall see necessary for the institution, guiding, and furthering of the said college and the several members thereof from time to time, in piety, morality, and learning; and also to dispose, order, and manage to the use and behoof of the said college and the members thereof, all gifts, legacies, bequeaths, revenues, lands, and donations as either have been, are, or shall be conferred, bestowed, or any ways shall fall or come to the said college."²

During the first six years, before the creation of the board of overseers, the General Court controlled the college by direct enactments; afterward its internal working was given over to the control of the overseers. It was not until 1650³ that a charter was granted and the governing body assumed corporate form. But the corporate body was subordinate to the overseers appointed by the Legislature. The appendix to the charter in 1657 gave the corporation independent action. "Provided, always, that the corporation shall be responsible unto, and those

¹ Report of the Board of Education, XL, 49.

² *Ibid.*, III, 195.

³ Court Records, I.

orders and by-laws shall be alterable by, the overseers according to their discretion."¹

This charter, as amended, remained the fundamental authority of college government, and "hath been conformed to ever since."² Many attempts were made to sever the connection of the college and the State, but without avail.

CONSTITUTIONAL PROVISIONS.

The Constitution of 1780 confirmed the rights, privileges, and powers of the officers as held under the old charter. It also provided for the transmission of the powers of the old board of overseers to their successors, composed of the Governor, Lieutenant Governor, Council, and Senate of the Commonwealth, "who, with the president of Harvard College, for the time being, together with the ministers of the Congregational churches in the towns of Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester, mentioned in the said act, shall be, and hereby are, vested with all the powers and authority belonging or in any way appertaining to the overseers of Harvard College; *provided*, that nothing herein shall be construed to prevent the Legislature of this Commonwealth from making such alterations in the government of the said university as shall be conducive to its advantage and the interest of the republic of letters, in as full a manner as might have been done by the Legislature of the late province of the Massachusetts Bay."³

The attitude of the State toward education at the time of the adoption of the Constitution in 1780 is clearly set forth in section 2 of the same chapter, as follows:

"Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of Legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University at Cambridge, public schools, and grammar-schools in the towns; to encourage private societies and public institutions, [by] rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country, etc."⁴

The State government continued to exercise its functions of control, and through various statutes of the Commonwealth it has been represented on the board of overseers by the chief State officers until 1865, when an act was passed severing the relation of the government to the

¹ Peirce: History of Harvard, 150.

² Hutchinson, I, 175 (1764).

³ Constitution, Chap V, sec. 1, art. 2.

⁴ *Ibid.*, Chap. V, sec. 2.

college and providing for the election of its overseers by the alumni, that is, "such persons as have received from the college the degree of bachelor of arts or master of arts or any ordinary degree, voting on commencement day in the city of Cambridge."¹

APPROPRIATIONS BY THE LEGISLATURE.

The generous sentiments of the State have been attested by repeated appropriations for the support of Harvard College and the respective academies throughout the State. In the course of the colonial and provincial periods, the Legislature of Massachusetts made no less than one hundred and three distinct grants to the college, although a number of these grants were unproductive. It is held by Quincy² that the first four hundred pounds were only paid in part. It seems highly probable that the court paid them for current expenses, and that the transaction was never entered upon the college records.

The ferry heretofore mentioned yielded an average of fifty pounds³ per annum, and in 1777 the annual rental was one hundred pounds. At this date the general court divested the college of the control of the ferry, but granted in lieu of said revenue the sum of two hundred pounds per annum for forty years.⁴ The reason for this change was that projects were under consideration for bridging the river. In 1785 the sum of two hundred pounds was ordered to be paid by the Charles River bridge corporation as a compensation for the loss of the ferry, and in 1792 a like sum was taxed on the West Boston Bridge Company.⁵

The earliest direct tax on record for the support of common or public schools was established by an act of the General Court in 1644, which ordered that one peck of corn, or its equivalent (12*d*), should be paid by each family for the support of the college.⁶ Three years later the court again showed its favor by ordering that the professors and students should be exempt from "general training,"⁷ and the charter of 1650 provided that the property of the president and college, not exceeding five hundred pounds per annum, should be exempt from all taxes or rates; also the estates of the president, fellows, and scholars, not exceeding one hundred pounds to each person; and the officers and servants, to the number of ten, were exempt from all taxes and rates whatsoever.⁸

It is not possible in the scope of this paper to follow carefully all the details of legislation, but we shall endeavor to show how a zealous people, acting through their representatives, drew upon every available resource for the support of higher education, and a few of the numerous grants of the Court and the town will be mentioned.

¹ Laws of 1865.

² History of Harvard, 460.

³ Quincy, I, 453.

⁴ *Ibid*, II, 271.

⁵ Report Mass. Board Ed., XI, 49, appendix.

⁶ Court Records, II, 86.

⁷ *Ibid*, 222.

⁸ Bush, Harvard University, 91.

In 1638 the town of Cambridge gave two and three-fourths acres of land for building sites, and in 1652 granted an additional tract of one hundred acres. In 1644 the court granted the sum of one hundred and fifty pounds to build the president's house, and in 1655 a grant of thirty pounds was made for the relief of President Chauncy, to whom five hundred acres of land were also given, on condition that he remain three years in his place.

In 1652 the court granted eight hundred acres of land to the college; in 1653, two thousand acres; and in 1683, one thousand acres.¹

In 1657 the court also granted two thousand acres in Pequot County, and subsequently, in 1682, granted a large tract on Merriconeag Neck. Unfortunately neither of these latter grants were ever available.²

In 1683 the town of Cambridge gave three and one-half acres to the college.

The General Court of 1718 voted to devote three thousand five hundred pounds to build Massachusetts Hall. The hall was completed and occupied two years after the act of appropriation. In 1725 this was followed by another money grant of one thousand pounds, for building the president's house, and subsequently, in 1763, four thousand eight hundred and thirteen pounds seven shillings were given to build Hollis Hall. In the following year the General Court voted two thousand pounds for the rebuilding of Harvard Hall. Meanwhile the gifts of land continued, the principal ones being as follows:

In 1715, province lands within the bounds of Hopkinton.

In 1719, two hundred and fifty acres in Lunenburg and two hundred and fifty acres in Townsend.

In 1762, one sixty-fourth of each of twelve townships lying between the Penobscot and St. Croix Rivers, and of one township lying between the Great Ossipee and the mountains.

In 1764, one sixty-fourth part of each of the townships lying east of the Saco River.

In 1768, one eighty-third part of a township lying north of the Androscoggin River.

In 1770, one eighty-fourth part of a township lying at Eastern Bay.

In 1771, one eighty-fourth of each of five townships lying east of Saco River.

In 1774, a tract of land lying east of the Saco River, containing eleven thousand acres.

In 1725 the Legislature fixed the salary of the president at four hundred pounds per annum, and granted to him, in addition, the future rents and incomes of Massachusetts Hall.³

The General Court also authorized lotteries as follows: The first in 1765, of three thousand two hundred pounds, for the purpose of building; another in 1794, of eight thousand pounds, and a third in 1806, of thirty thousand dollars, for the same purpose.

¹ Court Records, III, 299.

² Quincy, I, 512.

³ *Ibid.*, 378.

In 1809 the Legislature granted a township of land in what is now the State of Maine for the support of the professorship in natural history.

But the largest grant of the Legislature was made by an act of 1814, which provided that ten-sixteenths¹ of the bank tax, amounting to ten thousand dollars, should be paid annually to the college for a term of ten years, yielding in all the sum of one hundred thousand dollars.

MUSEUM OF COMPARATIVE ZOOLOGY.

Upon taking the professorship of zoölogy in the scientific school of Harvard, Professor Agassiz found that there were no collections for illustration, and no funds set apart for the purchase of the same. Professor Agassiz provided specimens at his own expense, which he afterward sold to the school in 1852. Six years later, Mr. Francis E. Gray left by will the sum of fifty thousand dollars for maintaining a Museum of Comparative Zoölogy.²

In 1859, at the recommendation of Governor Banks, the Legislature voted to aid the museum to the extent of one hundred thousand dollars, while private donations continued. The State appropriated ten thousand dollars in 1863 to publish an Illustrated Catalogue of the Museum, and five years later the Legislature passed an act granting the sum of twenty-five thousand dollars a year for three years, provided that a similar sum should be raised each year by subscription.

In 1874 it was determined to raise an "Agassiz Memorial Fund;" two hundred and sixty thousand dollars were soon subscribed, and the State added to the amount the sum of fifty thousand dollars.

In regard to the Museum of Comparative Zoölogy, the whole property of which was transferred to the president and fellows of Harvard College, we find that the State has contributed to its aid the amount of two hundred and thirty-five thousand dollars.

Until the establishment of the National Museum and the Smithsonian Institution, this institution was without a rival in the United States; and "as to the illustration of natural science the one collection in the United States that has an acknowledged rank throughout the world, is the one fostered by the wise and careful bounty of the State of Massachusetts at Cambridge."³

SUMMARY OF GRANTS.

The whole amount of grants made by the Legislature of Massachusetts to Harvard College from the date of its founding until 1786, the principal part of which was expended in the erection of buildings and the payment of salaries to the president and the professors, was in sterling

¹ Laws of Massachusetts, IV, 388.

² Mass Rep., XL, 62, appendix.

³ President White in Am. Jour. Soc. Sci., VII, 304.

£5,556 12s 8d, and in lawful currency £27,330 9s 6½d, respectively equal to \$24,696.14 and \$91,101.51.¹

The records of the first half-century of the existence of the college, that is from 1636 to 1686, show that the court granted only £550 sterling and £2,870 currency, exclusive of the ferry grant, and during the same time the donations of individuals amounted to £5,091 sterling and £4,640 currency. During this period the ferry paid, as it is estimated, about £50 per annum, or the total sum of £2,300 in currency.

Approximating a general summary, we have as follows:

Aid by the Legislature.

Grants from 1636 to 1786	\$115,797.73
West Boston Bridge Company at £200 per annum.....	20,000.00
Charles River Bridge Company at £300 per annum.....	10,000.00
Museum of Comparative Zoölogy	235,000.00
Raised by lotteries (about)	69,000.00
Bank tax from 1814 to 1824.....	100,000.00
	549,793.73
Total amount of money grants	549,793.73
Total amount of land grants (about)	46,000.00

Private donations.

The amount of private donations during the period from 1638 to 1848 is estimated at ²	\$1,228,069.74
In addition to this, real estate, granted by the city of Cambridge between the years 1638 and 1641, amounted to.....	4,857 acres.

It is seen that in the earlier part of the existence of the college, as in the more recent times, the private donations were always greater than the public grants.

"Let not," says Quincy, "these statements lead to the conclusion that the degree of patronage extended by the General Court was of little worth, or is intended to be undervalued. Notwithstanding the deficiency in direct donatives the college is largely indebted to them for the actual prosperity to which, during the period in question, it attained."³

Harvard has apparently attained a position where it no longer needs the aid and supervision of the State, receiving, as it does, support from magnificent individual endowments; but the aid of the State in supporting the institution when struggling as the foremost college in a new country can not be easily over estimated in its importance.

MASSACHUSETTS ACADEMIES.

Perhaps a close classification would exclude the academies and high schools of Massachusetts from the range of higher education; but these schools have borne such an intimate relation with all the interests of higher education that they ought not to be passed unnoticed. Considered historically, it is quite impossible to draw a line defining higher education by the names that institutions bear. The terms "univer-

¹ Mass. Rep., XL, 49, appendix.

³ History of Harvard, I, 41.

² *Ibid.*, 44.

sity," "college," "academy," "grammar school," and "high school" are misleading in regard to the past as well as to the present. While the modern classification of public schools as "superior," "secondary," and "primary" is gaining uniformity, yet it is difficult to reduce all of the early schools to this gradation.

The school system of colonial Massachusetts comprised common schools, academies, and a university. But this term "common" frequently signified a school open to the admission of all classes, and the academies were frequently called grammar schools, while the academies proper bore much the same relation to the university that the modern college does to the modern university. The term "free school" also signified a school "free" or open to all comers, although tuition was frequently charged. The earliest school laws made it a duty of the towns to provide "free schools," supported in part by taxation in the towns where they were located and in part by the tuition of the pupils.

Rev. Charles Hammond, in his excellent paper on "New England Academies and Classical Schools," offers the opinion that the early designation of the term "free," as applied to grammar schools and academies, had respect neither to cost or privileges, but to the nature and tendency of learning in its effect on the mind of the student and on the state of society. The schools were "free" because the education in them was liberal.¹ As to their nature and aims and their respective courses of study, the ancient grammar school is to be considered as equivalent to the modern high school, and the old academy as approximating the position of the modern college.

In the year 1642 the General Court passed an act relating to family education, and imposing fines upon parents who neglected the proper instruction of their children. The court also, in the same year, enlarged upon this idea by a brief educational code, which shows the solemnity with which they viewed the subject of education :

"It being the chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures as in former times keeping them in an unknown tongue, so in these latter times, by persuading from the use of tongues so at least that the true sense of the original might be clouded and corrupted with the false glosses of deceivers, and to the end that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors :

"It is therefore ordered by this court and authority thereof that every township within this jurisdiction, after the Lord hath increased them to the number of fifty house-holders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general by way of supply as the major part of those who order the prudentials of the town shall appoint, provided that those who send their children be not op-

¹ Report of the Commissioner of Education, 1868, 412.

pressed by paying much more than they can have them taught for in other towns.

“And it is further enacted, that when any town shall increase to the number of one hundred families as house-holders they shall set up a grammar school, the masters thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance thereof above one year, then every such town shall pay five pounds per annum to the next such school till they shall perform this order.”

The last¹ clause has been the fundamental law for the organization of the system of high schools and academies. The revised statutes of Massachusetts still provide that high schools shall be established in every town having five hundred inhabitants, and may be established in any town by the vote of the people; the said schools are to be supported by local taxation.

Many of the early grammar schools were of very excellent grade, sufficient to prepare students for Harvard College. Mather² says of them: “When scholars had so far profited at the grammar schools that they could read any classical author into English and readily make and speak true Latin, and write it in verse as well as in prose, and perfectly decline the paradigms of nouns and verbs in the Greek tongue, they were judged capable of admission to Harvard College.”

These grammar schools for a long time supplied the demands of the people for training schools for the university. But in towns where they were not required by law, and in country places, academies sprang up to supply the needs of the people.

The academies were usually aided by the State by way of land endowments or by appropriations.

A joint committee of both houses reporting before the Massachusetts Legislature, February 27, 1797, fully stated the position of academies at large, and recommended that the State authorize certain grants of land to academies about to be formed.

The court accepted the report of the committee and ordered the grants of land as recommended.

The grants were “to be made to trustees of any association within the respective counties mentioned where there was no academy at present instituted, who shall first make application to the General Court.” It was provided that a sum be secured for the use of said institution, and that the situation selected for the academy be approved by the Legislature. In the general report of the committee it was urged that every portion of the Commonwealth ought to be entitled to these appropriations “in aid of private donations;” that no academy should be established near one already existing; that the institutions should first be secured with funds and private endowments, and that the lands so granted should be in aid of the permanent fund.

¹ Massachusetts Records, II, 203.

² Magualia, Vol. II, Book IV, 4.

The committee further report that there are already fifteen academies, besides the Derby School, but that the academy at Marblehead will probably serve only the purposes of a town school. The colleges already chartered would serve the purposes of academies, and including these it was proposed that there should be one academy for every twenty-five thousand inhabitants. "Of the fifteen academies already incorporated, seven have had grants of State lands, that at Fryeburg fifteen thousand acres, and the other six, at Machias, Hallowell, Berwick, Marblehead, Taunton, and Leicester, one township each." It was recommended in the future that one-half of a township, instead of a whole one, be granted to each academy.

Of the eight academies not endowed by the Commonwealth, nearly all were endowed either by towns or by individuals; but four, at Portland, Westfield, New Salem, and Plymouth, were to be each endowed with a half of a township.

The report of the committee adopted by the General Court shows conclusively that the Commonwealth, recognizing private endowments, proposed to supplement their work, and that the school system at this date was in the hands of the Legislature.

In another report of a similar committee, dated March 3, 1859,¹ Hon. Charles W. Upham, chairman, after reciting the above report, concludes: "The following principles appear to have been established as determining the relations of academies to the Commonwealth. They were to be regarded as in many respects and to a considerable extent public schools; as a part of an organized system of universal education; as opening the way of all the people to a higher order of instruction than the common schools can supply, and as a complement to them, towns, as well as the Commonwealth, were to share with individuals the character of founders or legal visitors of them. They were to be distributed as nearly as might be so as to accommodate the different districts or localities of the State according to a measure of population, that is, twenty-five thousand individuals. In this way they were to be placed within the reach of the whole people, and their advantages secured as equally and as effectively as possible, for the common benefit."

These early academies were carried on with varying success. One of the earliest academies in the province of Massachusetts was that of Byfield, taught for nineteen years by the celebrated Master Moody, and here were prepared for Harvard many students who afterward became eminent men. It was the success of this institution that led to the founding of the famous Phillips Academies at Andover and Exeter and that at Leicester.

The schools were modeled as nearly as possible after the "English great public schools," such as Harrow, Rugby, and Eton. They did not succeed in always furnishing a uniformly good curriculum, and in obtaining the heavy endowments that characterized the schools of

¹ Report 1-68, 432.

England. We find them drawing their support chiefly from four sources: (1) private subscriptions and endowments, (2) town appropriations, (3) tuition of scholars, and (4) State grants. Notwithstanding that the income from all these sources was utilized, their early support was but meagre. Much to our surprise, too, we find the good people indulging in lotteries, as in case of Leicester Academy. An act of the General Court of June, 1785, granted a lottery to the trustees, not to exceed six hundred pounds; also an act of the General Court of 1791 granted to the trustees the privilege of a second lottery, which yielded \$1,419.22.

There are many of these early institutions, such as the Phillips Academy, the Boston Latin School, and others, which still retain much of their original character; but the greater number of academies and grammar schools have passed into the modern high school system. By an act of the Legislature in 1826 the high schools were more thoroughly provided for, the present system being then inaugurated. The establishment of a school fund in 1834, and of a Board of Education three years later, helped to strengthen and develop the system. By the law now in force every town of five hundred inhabitants is obliged to provide for a public high school supported by taxation.¹ Any town that neglects to comply with the law must forfeit a sum equal to twice the highest sum ever before voted for schools in that place.

Mr. Boutwell, Secretary of the Massachusetts Board of Education, in his report of 1860 says: "In many of these schools better training is furnished than was given at Harvard College at the time of the adoption of the Constitution."

In 1838 there were only fourteen high schools in Massachusetts; in 1852, sixty-four; in 1856, eighty; in 1860, one hundred and two; in 1865, one hundred and twenty; in 1868, one hundred and sixty-four; in 1866, one hundred and seventy-five; in 1871, one hundred and eighty-one; in 1873, one hundred and ninety; in 1874, two hundred and eight; in 1875, two hundred and twelve; in 1888, two hundred and thirty. This constant increase has been caused by new creation or by the absorption of the older institutions. As the older institutions gave way before the new régime, there has been needless prejudice against the former.

WILLIAMS COLLEGE.

Among the older institutions of Massachusetts, Williams College received at first considerable assistance from the State. In the year 1750 the General Court granted to Col. Ephraim Williams, the founder of the college, "two hundred acres of land in East Hoosac, now Adams, on condition of his erecting and keeping in repair for twenty years a grist-mill and saw-mill for the use of the settlers."² Subsequently Fort Massachusetts was planted here, and Colonel Williams was appointed

¹ Chap. 28, Revised Statutes (1871) sec. 2.

² Mass. Rep., XL, Appendix, 64.

commander of the line of forts west of the Connecticut. He was killed in 1755, but in his will he gave the greater part of his property for the support of a free school in West Hoosac, to be called after his name. Under the charge of the executors the funds increased until the year 1785, when a board of trust was incorporated on their application to establish a free school in Williamstown.

The executors paid over to this board of trust nearly eleven thousand dollars. In 1788 the trustees ordered the erection of a building, which was completed in 1790 and opened for the purpose of a school in 1791, thirty-six years after the death of the founder.

The Legislature incorporated Williams College and transferred to the trustees all the property of the free school. The enterprise well started, the Legislature began to give the growing institution needed assistance. In 1804 it granted a strip of land "of no great value, to Williams and Bowdoin Colleges, which was followed in 1805 by the grant of a township to Williams College, which sold for \$4,500, and also the grant of a township in 1809, which sold for \$5,000. In February, 1811, the Legislature granted, from the proceeds of the tax on banks, the sum of \$3,000 annually for ten years. The Legislature continued from time to time its assistance to the college. The whole sum granted by the State previous to 1860 amounted to \$157,500.¹

AMHERST COLLEGE.

The assistance given to Amherst College by the State has been comparatively small. The early life of the institution was one of vicissitudes, and its struggle for existence was opposed by Harvard College and by the citizens of the eastern part of the State as well.

A memorial was presented to the General Court as early as January 20, 1762, setting forth that "there are a great number of people in the county of Hampshire and places adjacent, disposed to promote learning, and by reason of their great distance from other colleges and the great expense of their education there, many of good natural genius are prevented a liberal education, and a large country filling up at the north-west of them which will send a great number of men of letters."²

But the aspirations of the men in the western part of the State were not to be realized for many years. A bill establishing an academy in the western part of the State was lost, and the subsequent charter incorporating Queens College was never granted, owing to the opposition of Harvard and its friends, although the charter was made out by the Governor of the State and had a strong following in the west.

Amherst Academy, opened in 1814, formally dedicated in the following year, and incorporated in 1816, was the nucleus of Amherst College. In 1815 the Franklin County Association of Ministers took action toward the founding of a college, recommending that it be established at

¹ Mass. Rep., XL, appendix, 69.

² Mass. Rep., XL, appendix, 67.

Amherst; subsequently the trustees of the academy became the trustees of the college. In the meantime the General Court had granted to the academy half a township of land in Maine; the academy, however, continued its corporate existence until 1858, at which time it was changed into a high school. The college was not opened until 1821 and received its charter in 1825, although an application for the same had been made in 1823, but had been defeated by various parties.

The institution continued to grow for eleven years, until in 1836 the number of students had reached an aggregate of 259; then came a decline, and nine years thereafter there were only 118 students.

At this time a great effort was made to raise funds and put the college on a proper footing. The State came to the assistance of the college with an appropriation of twenty-five thousand dollars. Over one hundred thousand dollars were raised during the years 1846-47. The State has contributed in all the sum of \$52,500, or only a third as much as to Williams College. The institution has, however, received generous support from its own alumni and from individual friends.

AGRICULTURAL COLLEGE AT AMHERST.

Under the act of Congress of July 2, 1862, granting public lands to the several States for the support of colleges of agriculture and the mechanic arts, the State of Massachusetts received three hundred and sixty thousand acres in land scrip. The proceeds of this gift were divided by acts of the Legislatures of 1861 and 1863, respectively, between the Massachusetts Institute of Technology at Boston and the Massachusetts Agricultural College at Amherst; two-thirds of the endowment was devoted to the college and one-third to the institute.

Scientific education, previous to this date, had received some attention, but its support had hitherto been derived from private donations, with the exception that the State had granted one hundred thousand dollars toward the building of the Museum of Comparative Zoölogy.

The Massachusetts School of Agriculture was incorporated in 1856, six years before the appropriation by the General Government. The subject at this time was receiving attention in the foremost States of the Union, and was agitated by the General Government itself. But it was difficult at this time to inaugurate the new movement. For lack of means to carry on the enterprise the school was not established, and the charter was transferred in 1860 to several enterprising citizens of Springfield.¹ After consultation with the leading agriculturists of the western part of the State, it was determined to open the college in that city, and to raise seventy-five thousand dollars for its support.

At the breaking out of the War operations were suspended, until the year 1863, when the Legislature took the affair in hand.

By an act of the Legislature approved April 23, 1863, the Agricultural College was established, and the following named persons were

¹ Rep. Com. Educ., 1868, 249.

designated trustees of the institution: the Governor of the Commonwealth, the Secretary of the State Board of Education, the secretary of the board of agriculture, and the president of the faculty; these were to be *ex officio* members of the corporation, and there were also fourteen other citizens named in the act. The trustees were to assume direct control in the organization and government of the college, subject to the approval of the Legislature.

In stating the design of the college the words of the act of Congress in the gift were quoted, viz: "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."¹

The college was to be located at Amherst, provided that the town would subscribe the required amount, namely, seventy-five thousand dollars. Amherst having complied with the law in this respect, the college was duly located there in 1864. Building was at once begun, and the institution was opened for students in October, 1867. A beautiful site had been chosen, and a farm of three hundred and eighty-one acres purchased for experimental purposes.

Contrary to the design of the act, the sum of forty-one thousand dollars was ordered by the Legislature (April 11, 1864) to be paid for the farm out of the proceeds of the land scrip fund. This was to have been kept as a productive fund by the right interpretation of the act of Congress.

The Legislature began its assistance by an act of 1864, which voted ten thousand dollars for founding purposes. Including this and later grants the list of appropriations by the State is as follows:

1864, for founding purposes.....	\$10,000
1865, to aid in establishing	10,000
1868, for building purposes	50,000
1867, for building purposes	50,000
1870, for building purposes	25,000
1871, for building purposes	50,000
1874, for current expenses	18,000
Total by the State (1874).....	213,000

In 1883 the Legislature passed an act granting ten thousand dollars annually for the support of the Agricultural College. The total amount of State appropriations up to 1888 is \$569,575.

In addition to the above is to be noted the sum of \$75,000, subscribed by the town of Amherst.

The value of the property of the college in 1887 was \$269,643.42.

The entire productive fund of the United States grant is \$219,000, and of the State grant is \$141,575.35, or a total of \$360,575.35, two-thirds

¹U. S. Statutes at Large, XII, 503. Rep. Com. Educ., 1868, 133.

of the income of which goes to the college, and one-third to the Massachusetts Institute of Technology. The income for the college from this source in 1887 was \$9,835.35. There are various other funds, mostly scholarships, amounting to the sum of \$20,605.19.¹

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

As early as 1858-'59 liberal minded gentlemen were considering the question of establishing in Massachusetts an institute of technology in connection with the Museum of Natural History. After repeated attempts of the associated institutions of Natural History Society, Horticultural Society, Society of Arts and Sciences, and others, a report was prepared by Professor William Rogers setting forth the objects and plans of an institute of technology. The report was accepted in 1860 by the committee of the associated institutions and furnished the framework on which the present institute has been built.

There was a preliminary and informal organization in January, 1861, and an application was made to the Legislature for a charter and a grant of land.

After this there were large private donations and contributions by legacies amounting to about three hundred and seventy thousand dollars. In 1863 the Legislature appropriated three-tenths of the proceeds of the national land grant of 1862.

The following statement of the relations of the institute to the State has been furnished by good authority:

“By an act of 1887 the Legislature of Massachusetts offered us \$100,000 on condition of founding twenty free scholarships. We declined the offer, on the ground that twenty free scholarships meant to us a loss of \$4,000 income, and that we could not rely upon getting much more than this sum annually out of the \$100,000. We were not willing to be represented as having received a large gift from the State when in reality, the proposed grant would bring us no financial relief or strength, since we can have all the pupils at \$200 a year whom we are able to provide for.

“Upon this, the Legislature the next year made a clear grant of \$100,000 upon condition of our accepting the grant of the year before on the terms stated. This we did, and all but \$50,000 of the money has been paid over to us, and the twenty free scholarships have been established. Now, upon this showing, some people would say that the State had given us \$200,000. We prefer to say that the State has given us \$100,000, and has bought \$100,000 worth of tuition from us, for the benefit of deserving young men, citizens of the commonwealth.

“This is all that Massachusetts has ever given us *directly* in money; but many years ago, complaint having been made that the State had sold its United States land scrip at very inadequate prices, the com-

¹Report of Trustees, 1888, 24.

monwealth added a sum, which I recall at about \$141,000, to the capital of the fund derived from the foregoing source. Of the *income* of this fund the Institute of Technology regularly receives one-third, so that, again, one might say that the State had in this instance given to the school a little less than \$50,000. Inasmuch, however, as the State has never made the money over to us, and as the State might possibly refuse to continue the appropriation under which the income is paid to us, the question just how the matter shall be stated becomes a difficult one.

“This is all which Massachusetts has given us in money, upon any construction of the statutes. In addition, we have derived from the State the benefit of a right of perpetual occupancy of the land on which our buildings stand, subject to the condition that we shall never build over more than one-third the ground. It is difficult to say just what this privilege was worth at the time it was conferred upon us. At the time the grant was made the State was selling the land next to us (slightly to be preferred, by reason of being nearer the public garden) at a rate which would have made *the fee* of our tract worth about \$120,000. But we did not get the fee, and our easement was qualified, as I have told you. The grant was also accompanied by the condition that if when all the lands surrounding us had been sold it should not be made to appear to the satisfaction of commissioners to be for the purpose appointed by the Governor, that the price of such surrounding lands had been raised sufficiently above their then appraised value (at which value the State was earnestly desirous of selling as rapidly as possible) to make the treasury good for not selling our tract, then, in that case, the Institute of Technology should be required to pay for the land. This we have never been called upon to do, and I therefore conclude that the grant made to us by the State in the foregoing instance cost the treasury nothing, but was in fact only a part of the general scheme of advertisement by which the State undertook to promote the sale and settlement of the Back Bay lands, which were then, and for a long time thereafter, vastly in excess of the demand.

WORCESTER FREE INSTITUTE.

Worcester Institute was founded in 1865 through private beneficence for the purpose of training boys in the mechanical arts. The State then gave fifty thousand dollars to augment the endowment. Though the institute may not be termed a school of higher learning in the philosophic sense of the term, yet it gives theoretical and practical courses in mechanical and civil engineering, chemistry, physics, modern languages, etc. It deserves to be mentioned among the worthy State institutes of Massachusetts.

Massachusetts has thus shown herself ever ready to aid all of her educational enterprises, and they have been at once the glory and the support of the State. By wise laws, by land grants, by taxation, by

gifts, and by every means at her command, the work of education has been supported. In accordance with the generous sentiments expressed in the Constitution and otherwise, the statutes provide, "That the personal property of literary, benevolent, charitable, and scientific institutions incorporated within the Commonwealth, and the real estate belonging to such institutions and occupied by them or their officers, for which they were incorporated,"¹ are exempt from taxation.

Summary.

Harvard:	
Land appropriations (about)	46,000
Money appropriations (about)	\$549,793.73
Amherst College, appropriations	52,500.00
Williams College, appropriations	157,500.00
Agricultural College	569,575.00
Institute of Technology	200,000.00
Museum of Zoölogy (Harvard)	235,000.00
Total appropriations by the State	1,764,368.73

CONNECTICUT.

The history of early education in Connecticut presents the same self-sacrifice and devotion to the cause of learning that characterized the people of Massachusetts Bay. An historic branch of this colony, Connecticut followed the same general plan of education in providing for the system of local town schools and academies, and in supporting the college at Cambridge. But we find, after the founding of Yale in 1700, that while the system of local schools was continued with little change the greater part of the private and all of the public support was withdrawn from Harvard and given to the home school, which was finally located at New Haven. The Court of Connecticut pursued the same policy with regard to the support of Yale College that Massachusetts had previously followed in relation to Harvard, viz, by aiding the enterprise by means of grants of land and money, by protecting the property and making it exempt from taxation, and by favoring those engaged in the educational work.

Although the government of the college was under the immediate control of the General Assembly, whose members appointed the board of trustees, yet the Assembly or Court considered Yale a subject of legislation, and if not an organic part of the system of State, yet as an institution essential to the welfare of all, and one which they were in duty bound to support.

"The essential feature of this legislation as well of the whole history of our schools and colleges shows that the fathers of this colony recognized the paramount duty of aiding the work of education. They came

¹ Revised Statutes, Chap. II, sec. 5, Title III.

somewhat near, but of course did not grasp, the far more extensive work of supplying fully the needs of the people in establishing schools; and they came also somewhat near, but did not entirely understand, the duty of enforcing by universal law the use of opportunities of education by everybody."¹

It is surprising to see how readily in those days of poverty and self-denial the early assemblies, the representatives of the people, came to the support of institutions devoted to learning and culture. So cheerfully did the Assembly respond to the frequent memorials of the trustees of Yale that President Dwight was enabled to say, a century after its foundation, "You are to be informed that Yale College has never received any considerable benefactions except from the Legislature of Connecticut."² And in speaking of the board of trustees, who had almost entire control, he said, "Their acts, however, are to be laid before the Legislature as often as required, and may be repealed and disallowed whenever it shall think proper."³

EARLY LEGISLATION.

We find in the early annals relating to education in Connecticut the ruling of the Court concerning the support of students at Harvard. Rev. Mr. Shepard appeared before the commissioners and requested them to consider "some way of comfortable maintenance of that school of the Prophets which now is," and further suggested: "If it were commanded by you, and left to the freedom of every family which is able and willing to give throughout the plantations, to give but a fourth part of a bushel of corn, or something equivalent thereto, and for this end, if every minister were desired to stir up the hearts of the people once in the fittest season of the year, to be freely enlarged therein, and one or two faithful men be appointed in every town to receive and seasonably send in what shall be thus given to them, it is conceded that no man could feel any aggrievance hereby; so it would be a comfortable provision for the diet of divers such students as may stand in need of some support and may be thought fit and worthy to be continued a fit season therein."

SUPPORT OF HARVARD.

The commissioners approved the plan presented by Mr. Shepard, and reported the same to the Assembly of Connecticut. This body duly considered the matter, and finally passed the following law: "The proposition concerning maintenance of scholars at Cambridge made by the commissioners is confirmed, and it is ordered that two men shall be appointed in every town within this jurisdiction who shall demand what every family will give, and the same to be gathered and brought

¹ Chas. D. Hine, Secretary of the State Board Education, Connecticut.

² Dwight's New England, 168.

³ *Ibid.*, 180.

into some room in March. This shall be continued yearly as it shall be considered by the commissioners."¹

Nine years later, in 1653, the General Assembly granted during the November session² the sum of twenty pounds for a fellowship in Harvard College.

EDUCATION IN TOWNS.

Earlier than this, however, the towns of Connecticut showed an interest in local education.³ Hartford, settled in 1638, and New Haven, a year later, both made the subject of public schools a part of municipal legislation. The code of laws instituted by the Court of Connecticut concerning education is essentially the same as that adopted by Massachusetts, and reads thus: "It is ordered by the Court and authority thereof, that the selectment of every town in the several precincts and quarters where they dwell shall have a vigilant eye over their brethren etc.," to see that their children and servants do not grow up in ignorance.⁴ Other laws for the instruction of children follow in this code.

In May, 1678, the following action was taken: "This Court now see cause to order that every town, when the Lord shall have increased their numbers to thirty families, they shall maintain a school to teach children to read and write." Prior to this, in 1665, a town of one hundred householders was to set up and maintain a grammar school, and subsequently the Court ordered (1671-72) that a grammar school be established in each of the four county towns of Hartford, New Haven, New London, and Fairfield. These schools were afterward endowed by the Court with six hundred acres of land each for their support.⁵

A fine of five pounds, which was afterward increased to ten, was imposed on every town not complying with the law in keeping a grammar school. The grammar schools of Hartford and New Haven were made free and of a higher grade by the action of the Court of 1690, and we find that the latter school early attained celebrity, under Master Cheever, who maintained it from 1638 to 1649 as a school in which Latin, Greek, and Hebrew were taught, to fit young men for "ye universitie." "The town paid twenty pounds a year to Mr. Ezekiel Cheever for two or three years at first, but in August, 1644, it was enlarged to thirty pounds a year, and so continueth."⁶

The General Court favored this class of schools as the supporters of the University. In 1684 the Legislature passed the following act: "For the encouragement of learning and promoting public concerns, it is ordered by this Court that all such houses and lands used for school, church, or charitable purposes be exempted from taxation."⁷ Two years thereafter another act provided that the surplus money in the treasury be distributed to the support of grammar schools.⁷

¹ Connecticut Colonial Records, I, 112, Trumbull.

² *Ibid.*

³ *Ibid.*, II, 250.

⁴ Code of Laws, I, 520. Trumbull.

⁵ Conn. Col. Rec, III, 176. Trumbull.

⁶ *Ibid.*, Oct., 1684.

⁷ *Ibid.*, 224.

This legislation in respect to grammar schools indicates the generous tendency of the public spirit and the attitude of the people of Connecticut, but the crowning work of the State is seen in its able support of Yale College, now Yale University. This venerable institution, from the time of its founding, has been the central power in the education of the State and has ever been her pride and her glory. Its influence has not only permeated every section of Connecticut, but it has shed its rays of light upon other States less fortunately provided with the advantages of higher education.

The reform of 1701 established in Connecticut a complete system of education, which was an embodiment of previous acts of the Assembly extended and enlarged. The system embraced an obligation on the part of parents and guardians to educate their children and apprentices at least to the extent that they might be able to read "the holy word of God and the good laws of the colony." The new law also provided a tax of forty shillings on every thousand pounds of the lists of estates, which tax was collected in every town with the annual provincial tax, and was payable proportionally to those towns only which should establish their schools according to law. A town with seventy families and over must keep a school open at least six months in the year. In 1702 this law was changed so that a town of seventy families or over should keep a school open eleven months in a year, and a town of less than said number of families must keep a school for at least six months in the year to comply with the law, obtain State aid, and be free from fines. The grammar schools maintained in the four county towns were still to be continued to fit youth for college, and provision was also made in this educational system for the religious instruction of the Indians. But the most important regulation, and the one which concerns us chiefly, was the authorization of a "collegiate school," as it relates directly to the subject of higher education.

FOUNDING OF YALE COLLEGE.

A truly significant event in the history of education at this period was the founding of Yale College. For sixty years Harvard had been the only school for higher education in New England. The people of Connecticut desired a school nearer home, especially for the training of their ministers. The first movement in the enterprise was made by three ministers, respectively of the towns of New Haven, Milford, and Branford.

"Ten ministers, nine of them being graduates of Harvard, met at Branford, and made a contribution from their libraries of about forty volumes in folio for the foundation of the college."¹ A nucleus being thus formed, other donations of books were made, and the General Court granted articles of incorporation. It was in 1700 that the act

¹ Palfrey : History of New England, 371.

was passed, which was to bear rich fruit, "for the founding and suitably endowing and ordering a collegiate school * * * wherein the youth may be instructed in the arts and sciences, who, through the blessing of Almighty God, may be fitted for public employment both in church and in state."¹ The charter created a body of trustees, not to be more than eleven nor fewer than seven, all to be clergymen and at least forty years of age. The court endowed this college of Connecticut with an annual grant of one hundred and twenty pounds current money, which at that time was equivalent to sixty pounds sterling. This was subject to discontinuance at the will of the court, and it was granted that the college might hold property not exceeding the value of five hundred pounds annual income.²

The Governor and council gave a formal approval of the application of the board of trustees to citizens for pecuniary aid,³ and in the session of October, 1703, the General Court passed an act freeing its students from military service and from the payment of taxes.⁴ Subsequently an act was passed as follows: "This Assembly allow unto the reverend trustees sent for by this Assembly five shillings per diem during their attendance."⁵

Notwithstanding this favorable beginning of what has proved to be a great institution, the college of Connecticut was destined to pass through a period of doubtful existence. "For nearly twenty years," says Palfrey, "the college of Connecticut had continued to be an unsatisfactory experiment. While the rector taught some youth at Milford, and two tutors had other pupils at Saybrook, and the few scores of books which had been obtained for a library were divided between the two places, there was small prospect of the results for which institutions of learning are created."⁶ The chief cause of this failure was the contention of the different towns for the university seat. The desire for local self-government, stimulated by local pride and local jealousy, has prevented the establishment of many excellent institutions in the United States. A glance at our educational history will suffice to show how this lack of united effort has naturally led to the opening of many superfluous schools of third and even fourth grade, and has at the same time prevented the growth of greater institutions with permanent endowments and first-class facilities. It is evident that so long as the important question of location remained undecided there could be but little to encourage private donations. The most considerable sum given to Connecticut College during the early period was four hundred pounds sterling, donated by Elihu Yale.⁷ This was so far in excess of any other gift received, that the college name was changed by the order of the court and in honor of this generous benefactor to Yale.

¹ Conn. Col. Rec., IV, 363, Palfrey.

⁵ *Ibid.*, V, 38.

² *Ibid.*

⁶ Palfrey: History of New England, 471.

³ *Ibid.*, 454.

⁷ *Ibid.*, IV, 477.

⁴ *Ibid.*, 440.

It was a day of small things when a sum like this could earn so great a name. Meanwhile the strife as to location continued; doubtless the Assembly was deserving of censure for not promptly deciding where the college should be. It seems that after settling it at Saybrook they passed the following in May, 1718: "Considering the great dissatisfaction of the country in general, do conclude, in order to (the college) flourishing and having the support of the Government, it must be settled somewhere near the Connecticut River."¹ The grant of £120 per annum was reduced to one hundred pounds, and was to be drawn in bills of credit for the time being in favor of the three towns of Saybrook, Wethersfield, and New Haven, which were contending for the location of the seat of learning. In the meantime the trustees were authorized to go on with the construction of the college at New Haven.

COLLEGE LOCATED AT NEW HAVEN.

New Haven raised the sum of seven hundred pounds for an endowment, thus offering by far the greatest inducement, and the Legislature finally decided to locate the college at that place.² To forward the enterprise of building, the Assembly gave two hundred and fifty acres of land, which sold for the same number of pounds (£250),³ and they also granted one hundred pounds in current money.⁴ A building was at once erected with these funds. Saybrook refused to give up the college books or yield to the order of the Assembly concerning the location. But after some difficulty, accompanied with the loss of books, the matter was finally decided in favor of New Haven.

After the college was definitely settled at New Haven and buildings were begun, the General Assembly had little to do with the internal affairs of the college. Its chief work consisted in granting funds to supply the needs of the institution in response to the frequent memorials of the trustees. In 1715 a grant of five hundred pounds was ordered

¹ Conn. Col. Rec., V, 30, 38.

² *Ibid.*, VI, 30. "Another matter of historical interest which I presume has not escaped your attention is the question why the college was located at New Haven. You say, I believe, that it was due to the large donation or gift from that town, viz: seven hundred pounds. This probably had something to do with it, but why should even this take the college to New Haven, a comparatively unimportant, unimportant, and poor town, remote and off the line of travel, when Wethersfield and Saybrook, both more fit for the special purposes of the college, were passed by? I suspect, and there is, I am told by Mr. Hoadley, of our State library, some evidence that the then Governor, Saltonstall, was influential in this. He was a thrifty man and had secured large tracts of land near New Haven. It would enhance the value of his land, and perhaps bring settlers, if the college were there established. You will find in one of the laws about that period that New Haven is referred to as 'remote.' You will note that Saybrook was on the sea-shore and river, and also on the line of travel from the center, and that the population and the prospective students were in New London County and Hartford County rather than near New Haven."

³ Palfrey: Hist. New Eng., IV, 477.

⁴ Conn. Col. Rec., VI, 84 H.

by the Assembly, to be paid the next year from money to be realized from Massachusetts's payment for her encroachment on the boundaries of Connecticut.¹ Three years later the sum of three hundred pounds was granted from the sale of lands, to be paid in annual installments of forty pounds each, for seven years.² Lands in the town of Stafford were ordered to be sold by a committee appointed for that purpose, and the proceeds paid to Yale.

By an act of October, 1721, it was "provided also that what shall be gained by the impost on rum for two years next coming shall be applied to building of a rector's house at Yale." The duty was fixed by this act at four pence per gallon on all imports of rum. In October, 1727, the income on rum for one year was to be given to Yale. Two years later a grant of eighty pounds annually for two years, 1729-30, was made to Yale in addition to the usual allowance.³ In 1730 this special annual allowance was increased to one hundred pounds, and this was continued by separate acts of the Assembly until 1741.⁴

In 1732 the largest grant of land for the benefit of Yale was given in the following act: "This Assembly do grant and order that in each of the five new townships lately laid out east of the Ousatunnuck River there shall be laid out in one entire piece, three hundred acres of land * * * granted and confirmed to the trustees of said college."⁵

PECULIAR LEGISLATION.

As an illustration of the peculiar sense of justice concerning the duties of the State to the college and the towns, the payment of damages by the State for the removal of a rector from a parish stands pre-eminent. Mr. Williams, rector of Newington, was invited in 1726 to become rector at Yale. He accepted the invitation, and the injured people of Newington applied to the trustees of Yale for damages, and these in turn applied to the Legislature. The Legislature granted the sum of one hundred pounds to the people of Newington to reimburse them "for the sum spent in settling him among them."⁶ Again, in May, 1740, Yale College was without a rector, and a suitable one was found in Mr. Thomas Clapp, rector of Windham. After his election the Windham people sent in a plea for three hundred and ten pounds for alleged damages sustained by them in the removal. The matter being referred by the trustees to the General Court, the full amount was ordered paid out of the public treasury.⁷

In the October session of 1741 thirty pounds were ordered to be paid annually for three years for the new "tenour" at Yale. A bill for repairs on the rector's house was ordered to be paid out of the public treasury; and it is noticeable that nearly every one of these "acts" in favor

¹Dexter: History of Yale College.

²Conn. Col. Rec., V, 125.

³*Ibid.*, 229, Hoadly.

⁴*Ibid.*, VI, 302, 473, 523.

⁵*Ibid.*, 412.

⁶*Ibid.*, 24.

⁷*Ibid.*, 308.

of Yale was the result of a memorial of the trustees stating the needy condition of the college and asking for aid. It seems that a grant had been made in 1745 of which no record is to be found at hand, but it was paid in 1751 and 1752 as follows: £116 30s. 6d. were ordered paid in 1751 in lieu of the grant of 1745, and £114 6s. in 1752 in lieu of the same grant, making in all a sum of £231 16s. 6d. The college was further aided in 1751 by the grant of certain bills of credit, amounting to £7,764 17s. 3d., of sundry persons to the president and trustees of Yale for building the "college house."

In the following year (1752-53) the usual grant of £100 was increased to £228 10s.

THE COLONY'S GENEROSITY TO YALE.

Thus, says Palfrey, "the colony continued to be generous to Yale College. The accustomed annual gift of a hundred pounds to that institution was first doubled (October 8, 1735), then tripled (October 8, 1741), then further increased." No change of any importance could be introduced without the formal sanction of the General Court. The time having arrived when a chair in theology became a necessity, the Assembly ordained as follows: "Whereas one principal end proposed in erecting and supporting Yale College, in New Haven, was to supply the churches of this colony with a learned, pious, and orthodox ministry, etc.," they recommend a "subscription for founding a professor of divinity at Yale College."

This liberality of the State of Connecticut toward Yale College has extended down to the present century, and is realized at the present time.

In 1792, and by supplementary act in 1796, the Assembly granted the sum of forty thousand dollars,¹ which was followed in 1814 by a grant of twenty thousand dollars,² and subsequently, in 1831, by another of seven thousand dollars.³

It would be difficult to estimate the amount of assistance thus given by the State of Connecticut to Yale College in money value; nor is it possible to determine the value of the gift of even a small sum at the right time to relieve an institution from embarrassment. But when we consider the great benefit which the other institutions of Connecticut have received from Yale, it is so far in excess of the investments made that these sink into comparative insignificance.

SHEFFIELD SCIENTIFIC SCHOOL.

The Sheffield Scientific School was begun in 1847. In the previous year (1846) the corporation of Yale College made provision for instruction in agricultural chemistry and chemistry applied to the arts, and in 1852 a professor of engineering was appointed. These chairs were

¹ Dexter: History of Yale, 53.

² *Ibid.*, 51.

³ *Ibid.*, 60.

without endowment, and yet the number of students increased, until there were, in 1856, over three hundred and fifty in these departments. A proposed plan for a complete school of science was published in 1856, and this plan was adopted.¹

In 1860 a convenient building was given by Joseph E. Sheffield, and to this he added a considerable endowment.² In recognition of these generous gifts the school was named after Mr. Sheffield, who afterward made still other donations.

In 1864 the Connecticut Legislature gave this school the proceeds of the United States land grant of 1862. This grant consisted of one hundred and eighty thousand acres of land scrip, which was sold at seventy-five cents per acre, yielding about \$135,000. The interest received in 1874 from invested funds amounted to \$6,386.24. This sum was wholly given to scholarships, thus enabling a body of poor young men throughout the State to obtain a scientific education.

The State aid was in this instance well applied to a growing institution, which by its endowment, government, and achievement ranks high as a scientific school.

It was a very wise measure to place the State funds in the form of scholarships, for the tuition is so high as to bar out many who but for this assistance would be deprived of the power to make themselves useful to the State and society at large. Tuition fees are one hundred and fifty dollars, with an additional fee of seventy dollars to special students in chemistry, while a charge of five dollars is made for permission to use the college reading room and gymnasium.³

At the legislative session of 1887, an annual grant of eight thousand dollars was made to the Agricultural Experiment Station at New Haven.⁴ Twenty-five thousand dollars had been previously spent in fitting up the station.

STORRS AGRICULTURAL SCHOOL.

This institution was founded with a gift of one hundred and seventy acres of land from Mr. Augustus Storrs, and to this donation Mr. Charles Storrs added six thousand dollars. This together with the State bounty has stocked the farm and equipped the school.

Only boys whose parents are natives of the State of Connecticut are eligible to membership in the institution.

The General Assembly established the school by an act of 1881, and provided for six trustees, who were to have entire control. It was also provided by section five of this act that five thousand dollars should be paid annually for three years toward the support of the school.

¹ Plan for Scientific School, 1856, 1.

² Programme of the Sheffield Scientific School, 1873-74, 15.

³ *Ibid.*, 29.

⁴ Charles D. Hine, Secretary State Board of Education. Letter of July 30, 1888.

At the session of the Legislature in 1887 an appropriation of eight thousand dollars per annum was granted the Storrs Agricultural School.¹

SUMMARY OF GRANTS.

Harvard Scholarship, £20 per annum, (to Harvard) 1653-1700	
General Court grant, £120 ² per annum, charter, 1700-18.....	£2, 160
General Court grant, £100 per annum, charter, 1718-41.....	£2, 300
Grant by the town of New Haven, 1718.....	£700
Grants, General Court, 1718.....	£750
Grants, General Court, (land) 1715.....	£500
Tax on rum, one penny per gallon.....	
Grant of £80 per annum for two years, 1729-30	£160
Grant of £100 per annum for eleven years, 1730-41	£1, 100
Land grants on the Ousatunnuck, 1,500 acres	
Grant on account of ministers, 1726 and 1740	£410
Grant of £30 for three years annually, 1741	£90
Grant of £200 per annum, 1741-1888.....	
Grant for building, 1745	£231 6s. 6d.
Grant of bills of credit	£7, 764 17s. 3d.
Increase of annual grant.....	£128
Appropriation of General Assembly, 1792 and 1796.....	\$40, 629
Appropriation of General Assembly, 1814	\$20, 000
Appropriation of General Assembly, 1831	\$7, 000
Total grants to Yale, (approximate)	\$122, 676
Appropriation Sheffield Scientific School, (U. S. grant) 1862	\$135, 000
Annual appropriation Sheffield Scientific School, 1887	\$8, 000
Appropriation to Storrs Agricultural School.....	\$15, 000
Annual appropriation, Storrs Agricultural School, 1887.....	\$8, 000
Total grant by Legislature	\$288, 676

RHODE ISLAND.

EARLY CONDITIONS OF EDUCATION.

In its settlement and early history Rhode Island differs in many respects from the other New England Colonies, and these differences are observed in the development of the principal institutions of the State. The Massachusetts Colonies were composed of a homogeneous people, with definite religious beliefs and definite civil organizations. There was a positive belief in religion and politics, and men were forced to conform to established tenets and laws or their presence was not welcomed at the colonies. The Connecticut colonies were direct off-

¹ Charles D. Hine, Secretary State Board of Education. Letter of July 30, 1888.

² One pound of lawful money currency of the colonies averaged about three and one-third dollars in money of the present denomination, although its purchasing power was much greater than this amount in present currency.

shoots of the Massachusetts colonies, and adopted similar policies in all matters pertaining to the control of the social organism. But Rhode Island, founded by a dissenter from these views, adopted a liberal policy in religion and government. All persons, of whatsoever creed, were welcomed to the new colony, and there sprang up, as a consequence, various beliefs in regard to government and religion. Whatever may be said about the motives entertained by the colonists of New England for settling in this new land, it must ever be held as a first principle that religion was the great organizer; and wherever it was strongest the government was soonest organized and most exact in its execution.

As compared with Massachusetts, the institutions of Rhode Island were slow in developing. Nowhere is the contrast more observable than in the matter of public education. The schools of Rhode Island fell almost a hundred years behind the progress of those of the adjacent colonies.

THE COLONIAL SCHOOLS OF RHODE ISLAND.

The colonial schools of Rhode Island were supported entirely by towns or by private enterprise. The central government considered it no part of its legitimate function to look after the general education. The first school was held at Newport in 1640, by Rev. Robert Lenthal, who had left Massachusetts on account of certain ecclesiastical troubles, "and August 20, Mr. Lenthal was, by vote, called to keep a public school for the learning of youth; and for his encouragement there was granted to him and his heirs one hundred acres of land, and four more for an house lot; it was also voted 'that one hundred acres should be laid forth and appropriated for a school, for encouragement of the poorer sort to train up their youth in learning, and Mr. Robert Lenthal, while he continues to teach school, is to have the benefit thereof.' But this gentleman did not tarry very long; I find him gone to England the next year but one."¹

This school was maintained from year to year at Newport by various teachers, who were paid a salary by the town. At one time the salary was fixed at two pounds; but as all the school lands were rented for the small sum of eight pounds, or less than one shilling an acre,² the salary is larger than would at first be supposed, though small enough at its highest estimate.

The first step toward higher education was taken on October 4, 1710. As quoted by Mr. Stockwell, the record reads as follows: "The petition of Mr. Gallaway, for the liberty of teaching of a latin school in the two little rooms in the school-house of this town, is hereby granted."

In 1763 the town voted to sell a portion of its school lands, and

¹Stockwell: History of Public Education in Rhode Island, 5. Quoted from Calender's Discourse, Elton's edition, 116.

²Stockwell, 6.

place "ye monies" received therefrom in the hands of the town treasurer, for a fund to be used in the education of poor children.¹

The school-house at Newport was destroyed by fire in 1774, and this was the end of the support of schools from land endowment in that town for the next fifty years.

There were other schools, however, outside of Newport. There were two school-masters in what was later known as Middletown, each of whom was paid a salary of ten pounds per annum.

In Providence the first public action was taken in favor of education in 1663, when the Assembly voted one hundred acres of upland and six acres of meadow for a school in the town of Providence. The lands thus appropriated were to be known as the "school lands of Providence."²

The majority of these colonial schools were not equal to the grammar schools of Massachusetts and Connecticut of that day. From all we can learn of the early period, and from the subsequent struggle to establish a public school system it must be inferred that the government was not active and persistent in aiding education of any sort, while in the country districts of Massachusetts, and near the Rhode Island border, we find the schools in a prosperous condition. There was one at Barrington, then a part of Swansea, Mass., which was maintained "for the teaching of grammar, rhetoric, arithmetic, and the tongues of Latin, Greek, and Hebrew, also to teach English, and to write."³

"As respects schools," says Staples,⁴ "previous to the year 1770, they were but little thought of; there were in my neighborhood three small schools, perhaps about a dozen scholars each. Their books were the Bible, spelling-book, and primer."

There were no free schools in Rhode Island prior to the Revolution. It was not until 1799 that, through the influence of John Howland and the Providence Association of Mechanics and Manufactures, an act of the Assembly established free schools. Unfortunately this was repealed in a few years, and the struggle for the establishment of free schools was renewed in 1820, but without success, and again in 1841, when a public school system was established. At the same time (1841) a public high school was opened in Providence.

BROWN UNIVERSITY.

The State Legislature has never aided Brown University by grants or appropriations.

The proceeds of the land grant of 1862 were given over to the institution by the State upon the condition that a scientific department should be formed in Brown University. The fund is held in trust by the

¹ Stockwell, 7. ² Stone: History of Rhode Island Institutions, 9; cf. Stockwell, 9.

³ *Ibid.* ⁴ Annals of Providence, 515; Stockwell, 11.

University, and the income goes toward paying the tuition of a certain number of State students, who are nominated by the Legislature.

Another item should be mentioned. The charter of the institution originally exempted the property of its professors; but now, by amendment of the charter, it exempts professorial property to the extent of ten thousand dollars for each professor.¹

NEW HAMPSHIRE.

While Harvard was the only literary institution in the country, the towns of New Hampshire contributed liberally for its support and were desirous of promoting its interests. As early as the year 1669, at the time of soliciting funds for a new building, the inhabitants of Portsmouth subscribed sixty pounds annually for a term of seven years, and at the same time and for the same purpose Dover gave thirty-two pounds and Exeter ten pounds.²

Not all of the support of the colony was given to the central institution, for we find that towns very early began grammar schools of their own.

TOWN SCHOOLS.

In fact, the town system of educational support was particularly noteworthy in New Hampshire, and so remains until this day. "The policy of the State has been to leave in the hands of the family and the neighborhood the main share of the work in educating the child. This doctrine was in harmony with the active and liberty-loving principles of our ancestors. Next to the parent and citizen in the work of education, the State recognizes the town as the proper agency for maintaining schools."³

Thus, from the Dover town records it is learned that, "at a public Town Meeting held the 5:2 mo 58 (1658), It is agreed that Twenty pounds per annum, shall be yearly rayzed for the mayntenance of a School-master in the Town of Dover."⁴

The General Court of the province of New Hampshire very early provided that each town should have a school-master and a minister of the Gospel, and pay them by a rate.⁵ The weight of responsibility was thrown upon the towns. Again, "An act for the settlement and support of grammar schools,"⁶ passed the 5th of George I (1719), made it obligatory on each town of fifty householders to provide a school, and each town of one hundred freeholders a Latin school; the "select men" were to raise the money for the support of the schools by taxation, and any town failing to comply was fined twenty pounds.

¹ President E. G. Robinson, Brown University.

² Nathaniel Adams: Annals of Portsmouth, 50.

³ State Report, 1875-76, 295.

⁴ Smith: Dartmouth College, 15.

⁵ Laws of the Province, I, 58.

⁶ *Ibid.*, 120.

These laws were almost identical with those of the General Court of Massachusetts. It is said that "when New Hampshire became a province in 1647, the laws of Massachusetts were copied, but only existed on the statute books, never being enforced."¹ In 1789 the Legislature repealed all previous acts, and authorized English grammar schools for teaching reading, and writing, and arithmetic, "provided that in shire and half-shire, grammar schools for teaching Latin and Greek shall be provided."

Prior to this act the "form of government" adopted in 1784 had made a firm declaration in favor of the encouragement of learning. It asserts that "Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government; * * * it shall be the duty of the legislators and magistrates in all future periods of this Government to cherish the interest of literature and the sciences, and all seminaries and public schools, etc."

These provisions of the law cited above still threw the responsibility on the towns, and the only instance where education of an advanced grade received the support of the State is that of the assistance given to Dartmouth College.

DARTMOUTH COLLEGE.

"The germ of Dartmouth College was a deep-seated and long-cherished desire of the foremost of its founders to elevate the Indian Race in America."² In this respect it differs but little from the first foundations of Harvard and the first college in Virginia, except that the first school, of which Dartmouth is the successor, was composed of Indian youth. The school was founded as a private school and a private charity, but was forced to appeal to the State for assistance in order to preserve its existence.

The initiative step toward the founding of a college in New Hampshire was taken, as in the case of the founding of Yale, by an association of ministers. As early as 1758 a convention of Congregational ministers, assembled in Somersworth, framed a petition to Governor Wentworth for a college in the province of New Hampshire, "to serve the government and religion by laying a foundation for the best instruction of youth."³

It was urged that the distance from any seats of learning rendered the education of youth exceedingly difficult, and it was hoped that by means of interest among the people and "some favor from the Government" sufficient funds could be raised "for erecting and carrying on an academy or college within this province, without prejudice to any other seminary in neighboring colonies." The Governor failed to grant the petition, and subsequently the matter of education was referred to a committee for consideration until the convention of ministers in 1762

¹ State Report, 1876, 298.

² Smith, I.

³ *Ibid.*, 16.

endorsed the work of Mr. Wheelock, and transferred their zeal to the support of the Indian school, out of which sprung the beginning of the college.

THE INDIAN SCHOOL.

The Rev. Eleazer Wheelock, residing in Lebanon, Conn., was led to meditate upon the subject of his means of support, as his people through lack of means failed to provide bountifully. It occurred to him that if they furnished him with but half a living they were entitled to no more than half of his labors, and he consequently resolved to devote a portion of his time to the education of Indian youth. He at once began his work, which was aided by subscriptions from friends in America and England. The number of pupils, beginning with two, soon rose to thirty, and the Indian charity school was formed. In 1761 the General Court of Massachusetts recognized his efforts, and voted that he should be allowed to take under his charge six pupils from the six nations for education, boarding, and clothing, for which he was to receive twelve pounds per annum for each child, to be paid from the public treasury. In the following year the Legislature of New Hampshire granted fifty pounds sterling per annum for five years as aid to the school. However, this was not paid after the first, or possibly after the second year.¹

But a growing school and an empty treasury caused Mr. Wheelock to send two agents to England to solicit funds. Accordingly Rev. Mr. Whitaker and Mr. Samson Occum, an Indian preacher, were sent for that purpose in 1765.

A live Indian preacher of a good degree of intelligence, speaking in England, stirred the hearts of the people, and a large sum of money was consequently raised by the agents for the Indian schools, the King being among the chief contributors.²

The favorable results of this mission abroad caused Mr. Wheelock to entertain designs for a college. He succeeded in obtaining a charter, granted in 1769. The problem of determining a site for the new school next occupied his attention. Liberal inducements were held out by Connecticut, Pennsylvania, and New Hampshire. It was finally decided after due deliberation to locate the college at Hanover in New Hampshire, and consequently the Indian school was removed there in 1769. The plan for the education of the Indians was embodied in the charter, and the Indian charity school was the basis of the institution chartered. The "laudable design of spreading Christian knowledge among the savages of the American wilderness," and that "the best means of education be established in our province of New Hampshire,"³

¹ Smith, 22.

² Dwight: *Travels in New England*, 11, 100. See also Sparks' *Life of John Ledyard*, ch. I.

³ From a copy of the charter; Smith, 459.

were given as the reasons for granting the charter of Dartmouth College.

The original design of educating Indians and missionaries to the Indians was frustrated.¹ For three years after the founding only a small number of missionaries and persons destined as candidates for this employment were sent among the Indians; afterwards all efforts ceased in this behalf.

The inhabitants of Hanover presented the college with twelve hundred acres of valuable land; the State of New Hampshire endowed it with about seventy-eight thousand acres more,² in several successive grants, the most important of which was made in January, 1789, when the Legislature gave a tract of four thousand two hundred acres located above Stewartstown.³ By the terms of this grant the Governor and Council of the State for the time being were incorporated with the trustees for the purpose of acting with them in the management of all funds granted to the college by the State.⁴

Other grants of a moderate amount were made by the State.

The annual revenue of Dartmouth was, in 1793, from tuition about two thousand dollars; from rent of lands about five hundred dollars. It was expected by contracts made in the same year that the income from rents would be one thousand five hundred dollars in 1797, and two thousand one hundred and sixty-six dollars in 1803.⁵

One of the most remarkable grants on record is that made by the Legislature of Vermont in 1785-86. Mr. Wheelock appeared before that body at this time and presented the case of the college; as a result of his pleading the Legislature granted to the college the entire township of Wheelock—one-half for the school and one-half for the college.⁶ It was this grant which led Daniel Webster to remark that "The State of Vermont is a principal donor to Dartmouth College."⁶

In 1807, Dr. Wheelock appeared before the General Court and appealed for aid, representing to the Legislature the conditions and needs of the college. As a result of his visit the trustees of the college were granted a township of land six miles square lying on the border of the district of Maine.⁷

THE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

The proceeds arising from the sale of the land scrip (one hundred and fifty thousand acres) assigned to New Hampshire were appropriated to the founding of the New Hampshire College of Agriculture and the Mechanic Arts, in connection with Dartmouth College at Hanover.

The act making this appropriation was approved July 7, 1866, and before the close of the following year the scrip was sold at an average

¹ Dwight, II, 103.

⁴ Dwight, II, 103.

⁶ Webster's Works, V, 482.

² *Ibid.*, 101.

⁵ *Ibid.*, 102.

⁷ Smith, 83.

³ Smith, 80.

price of fifty-three and one-third cents per acre, yielding eighty thousand dollars, which were invested in six per cent. State bonds.

The general government of the college was vested in nine trustees, five of whom are appointed by the Governor with the advice of the Council, and four are taken from the trustees of Dartmouth College.¹

The new college thus obtained the use of the libraries and the appliances of Dartmouth, together with the special advantages of the Thayer School of Architecture and Civil Engineering and the Chandler Scientific Department.

The Legislature granted the sum of five thousand dollars for buildings, and later granted twelve thousand dollars for an experimental farm and buildings thereon, on the condition that Hon. John Conant give twelve thousand dollars for the same purpose.

The sum of ten thousand dollars, five thousand for each of two years, 1883 and 1884-85, was voted by the General Assembly of New Hampshire to pay the tuition of indigent students. By this same act it was provided that any resident student of the State is entitled to have his tuition paid by complying with certain conditions.²

Other appropriations have been made, sufficient to make the entire amount granted by the State fifty-four thousand dollars; during the same period the college has received \$63,400 in benefactions—that is, the Congressional grant of eighty thousand dollars stimulated additional gifts aggregating \$117,400.

SUMMARY OF GRANTS.³*Dartmouth College.*

Appropriations by the royal province of New Hampshire :	
May 27, 1773, for a new building, £500 (lawful money).....	\$1,666.66
April 5, 1777, for the subsistence of the president, £60	200.00
Total	1,866.66
Appropriations by the State of New Hampshire :	
June, 1805, for general use	\$900
September 15, 1883, for education of indigent students	10,000
Total	10,900.00
For the medical department :	
June, 1803, for appliances.....	600
June, 1809, for building.....	4,667
Total	5,267.00
Total money appropriations to Dartmouth exclusive of those made to the College of Agriculture	
	35,033.66

¹ Laws of New Hampshire, 1866, chap. 4216.

² *Ibid.*, 1883, chap. 116, p. 92.

³ The writer is indebted to the acting president of the University of Vermont for many important points in this summary.

Agricultural College.

Total legislative appropriations to the New Hampshire College of Agriculture and the Mechanic Arts from 1869 to 1888, inclusive.....	71,900.00
Entire money grants	106,933.66

Land grants to Dartmouth.

	Acres.
By the Legislature of Vermont, June 24, 1785.....	23,000
By the Legislature of New Hampshire, February 5, 1789	40,960
By the Legislature of New Hampshire, June 18, 1807	23,040
By the Legislature of New Hampshire, small grants at different times.....	4,000
Total land grants	101,000

MAINE.

EARLY SCHOOLS.

The Massachusetts system of schools extended in colonial times to the province of Maine, and the laws enacted by the General Court, or later by the Legislature of the parent State, remained in force in that province until the organization of Maine into a separate State.

The celebrated law¹ of 1642, requiring the selectmen to "have a vigilant eye over their brethren and neighbors" to see that their children and apprentices be taught to read, as well as the subsequent more general law of 1647, which required each town of fifty householders to sustain an elementary school, and each town of one hundred householders a "grammar school," obtained throughout the province of Maine.

Thus the condition of education in the province must be determined largely by the general laws enacted by the Court of Massachusetts. The revised laws of 1789 likewise extended to Maine, and were in force at the time of the adoption of the State Constitution in 1820.

Thus the old "grammar schools" of New England, and subsequently the "New England academies," were found among the educational institutions of Maine, and the endowment of Bowdoin College by the General Court completed the system.

When Maine was organized into a State, the responsibility of education was largely thrown upon the towns. Article VIII of the Constitution of Maine, adopted in 1820, provides for education as follows: "A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people, to promote this important object, the Legislature are authorized, and it shall be their duty, to require the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools, and it shall further be their duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize,

¹ See Massachusetts. No. 49, p. 39.

all academies, colleges, and seminaries of learning within the State." The State reserved the right, prior to making any endowment, to limit or restrain any of the powers vested in the literary institution receiving the said endowment.

There was also incorporated into the Constitution at this time an act passed by the Legislature of Massachusetts June 19, 1819, confirming certain rights and privileges to the State of Maine, and among other things providing that the grants for educational purposes, particularly the bank-tax for the support of Bowdoin, and all land grants, should continue upon the same conditions;¹ "but the tax on banks shall be charged upon the banks within the said district of Maine, and paid according to the tenor of said grant."²

Under these provisions the Legislature has from time to time made grants of land and appropriations of money for the aid of institutions of higher learning, and aided academies and grammar schools, and in recent times has established a complete system of high school instruction.

STATE HIGH SCHOOLS.

The present free high schools of Maine are not classed with institutions of higher learning, although some of them are characterized by thorough discipline in the classics and the higher branches, but as there is a regularly constituted State system of these schools, they deserve a passing notice.

These schools represent the survivals of the old town grammar schools and the later academies. As the latter have been considered in the monograph on Massachusetts, it is not necessary to explain their nature here. After 1820 the towns began to provide for graded schools and high schools according to the provisions of the law. By the side of these the private academies continued their work of semi-advanced learning.

The town schools grew more numerous and the academies fewer, until the law of 1873 established a State system of free high schools, and made provision for the absorption of the academies into the system. The law of 1873 provided that when any town had complied with the law by keeping a free high school for at least ten weeks during the year, such town was to "receive from the State one-half of the amount actually expended in said school, not, however, exceeding five hundred dollars, from the State to any one town."³ It was enacted the following year that the trustees might turn over the property of any academy to the town, and it should be subject to the conditions of the law.⁴

¹ Bureau of Education, Circular No. 7, 1875.

² Laws of Massachusetts, 1818. The tax on banks was divided among three institutions—Harvard, Williams, and Bowdoin.

³ School Law, sec. 95.

⁴ The languages were not to be taught in the schools unless at the expense of the city or town, except in those existing prior to 1873 in which said languages were taught.

The high schools were abolished by an indiscreet act of the Legislature in 1879, but re-instated in the following year.¹ The maximum State allowance for each town was fixed by the law of restitution at two hundred and fifty dollars, and the total annual appropriation at twenty-six thousand dollars. In 1880 there were eighty-six towns reported as receiving State aid, and in 1886 the number had increased to one hundred and sixty towns. During the period from 1830 to 1886 the amount expended by the State was \$121,243.39. Besides this amount small appropriations were made at different times to seminaries and academies.

COLBY UNIVERSITY.²

This institution owes its existence and support chiefly to the Baptists, under whose control it now is.

The first Baptist association in the district of Maine was formed at Bowdoinham in 1787. At a meeting of this association held at Livermore in 1810, it was proposed "to establish an institution in the district of Maine for the purpose of promoting literary and theological knowledge." Steps were taken toward organization, and the Governor of Massachusetts signed the act of incorporation of the "Maine Literary and Theological Institution."³ The General Court endowed the institution with a township of land fifteen miles above Bangor, in the unbroken wilderness, and enacted that the school should be located in the said township. Subsequent legislation enabled the corporators to locate the institution at Waterville.

The school was opened in 1818, and the first State Legislature in 1820 created it a college.

Besides the grant of a township of land by Massachusetts, the State of Maine endowed the college with two half-townships. For the first seven years after it was chartered as a college the State granted an annuity⁴ of one thousand dollars, and subsequently other annuities, making the total benefactions of the State fourteen thousand five hundred dollars. In 1821 the name was changed to Waterville College by the Legislature, and again that of Colby University was adopted by the trustees January 3, 1861.⁵

MAINE STATE COLLEGE OF AGRICULTURE.

An act to establish the Maine State College of Agriculture and the Mechanic Arts was passed by the Legislature February 25, 1865.⁶ This act provided for the complete organization of the college, and among

¹ Laws, 1880, chap. 224, sec. 1.

² The following facts concerning Colby University are taken from President Small's excellent paper in the New England Magazine for August, 1888.

³ Laws of Maine, 1813, II, 856.

⁴ To be paid from the proceeds of the bank tax.

⁵ Laws of Maine, II, 854, 861.

⁶ Maine Laws, 1865, chap. 523, p. 529.

other things created a board of trustees, with power to choose a site for the college and to make general laws for its control, and provided for a liberal course of instruction, including military tactics, and for free tuition to resident students of the State.

The land scrip¹ of the Federal grant, amounting to 210,000 acres, had already been accepted, and in the following years (1866) 193,600 acres were sold at a little more than fifty-three cents per acre, which yielded one hundred and two thousand seven hundred and fifty-nine dollars, and when invested in State securities, made a fund of one hundred and four thousand five hundred dollars.

The remainder of the land was subsequently sold, swelling the permanent fund to the amount of one hundred and thirty-one thousand three hundred dollars, yielding in 1886 an income of seven thousand four hundred and thirty-eight dollars.²

In 1866 the trustees chose the site for the institution at Orono, a village situated seven miles from the city of Bangor. Upon condition of its location at this place the citizens of Bangor donated the site and contributed the sum of fourteen thousand dollars,¹ and the citizens of Orono raised by taxation the sum of eleven thousand dollars³ for the purchase of an experimental farm. Two years later the Legislature granted the sum of ten thousand dollars for the purpose of purchasing apparatus and erecting buildings.

This would seem like a favorable beginning for the new institution, and the subsequent appropriations by the State show that there was no lack of interest in the Agricultural College.

The Legislature made appropriations from time to time according to the apparent needs of the institution. A few of the more important will be cited. An act of March 12, 1869, appropriated⁴ the sum of twenty-eight thousand dollars for building and general purposes; this was followed in 1870 by an appropriation⁵ for similar purposes of twenty-two thousand dollars, including that part of the twenty-eight thousand dollars already drawn.

Again in 1872⁶ there was voted the sum of eighteen thousand dollars, for general purposes; and two years thereafter twelve thousand and five hundred dollars.⁷

At this time (1875) a very peculiar act of the Legislature was passed, soliciting proposals from the various denominations and organizations to take the school and sustain it according to the original plan. It seems that it was thought at this time that the successful conduct of the college by the State was impracticable. Possibly it was like the legislation of 1879, which abolished the free high schools as an economical measure. At any rate, the Agricultural College remained in the

¹ Report of the Commissioner of Education for 1867-68, 299.

² Report of State Superintendent of schools for 1886.

³ Laws of Maine (Resolves) 1868, 203.

⁴ *Ibid*, 1869, 24.

⁵ *Ibid*, 1870.

⁶ *Ibid*, 1872, p. 22.

⁷ *Ibid*, 1874, p. 179.

hands of the State, and so continues. In 1876 eight thousand dollars were appropriated¹ for expenses and debts, and in the following year, for outstanding indebtedness, instruction, and building purposes, \$15,218.² Not succeeding in shifting the responsibility of the college upon others, the Legislature renewed its efforts for the successful management of the institution.

Again, in 1880 three thousand dollars were voted for the payment of liabilities, and in 1881 the sum of three thousand five hundred dollars was voted for contingent expenses and instruction.

The last appropriation³ that we have to record was made in 1885, for that year and the following, of the amount of \$12,400.

Other minor appropriations were made for different objects, among which was the payment of the traveling expenses of the visiting committee, appointed by the Legislature.

The total amount appropriated by the Legislature to the end of the fiscal year of 1888 is \$247,218. The value of the property, including land, libraries, buildings, stock, etc., is \$165,000; the permanent fund is \$131,300, which yields an annual income of \$7,438.

BOWDOIN COLLEGE.

An act of the Legislature of the province of Maine, approved in 1794, incorporated the above-named institution. The management of the college was placed under a board of trustees, with full powers of control. Subsequently the number was changed and their powers more closely defined. That the institution might not want for proper support, it was further enacted, "That the clear rents, issues, and profits of all the estate, real and personal, of which the said corporation shall be seized or possessed, shall be appropriated to the endowment of the said college, in such manner as will most effectually promote virtue, piety, and the knowledge of such of the languages and the useful and liberal arts and sciences as shall hereafter be directed from time to time by said corporation."⁴ Five townships of land, each six miles square, were granted to the college for its endowment and vested in the trustees, provided that fifteen families be settled in each of the said townships within a period of twelve years, and provided further that three lots containing three hundred and twenty acres each be reserved, one for the first settled minister, one for the use of the ministry, and one for the support of schools within the township where it is located. These townships were to be laid out and assigned from any of the unappropriated lands belonging to the commonwealth of the district of Maine.

The first money endowment was instituted by a general law of Mas-

¹Laws of Maine (Resolves) 1876, p. 123.

²*Ibid.*, 1877, p. 211.

³*Ibid.*, 1885, 260.

⁴Laws of Maine, II, 846, *et seq.*

sachusetts, approved February 24, 1814, which reads as follows: "Be it enacted by the Senate and House of Representatives in General Court now assembled, That the tax which the president, directors and company of the Massachusetts Bank are and shall be liable to pay to the commonwealth, shall be and hereby is granted to and appropriated as follows, viz: ten-sixteenths parts thereof to the president and fellows of Harvard College; three-sixteenths parts thereof to the president and trustees of Williams College; and three-sixteenths thereof to the president and trustees of Bowdoin College."¹ The author has no means of knowing the amount of money received from this grant, except that Harvard received ten thousand and Williams three thousand, and at the same rate Bowdoin would have received three thousand per annum, or the sum of thirty thousand dollars. One other thing that would lead us to suppose that this is the amount received, is that in 1820 a law was enacted² granting to Bowdoin College, or the president, trustees, and overseers, the sum of three thousand dollars per annum for seven years, beginning with the fourteenth day of February, 1824, the sum to be paid out of moneys arising from the tax on certain banks not otherwise appropriated. This was a continuance of the general act of Massachusetts, and was to be null and void at such time when the said tax yielded less than four thousand dollars per annum. In each of the above acts one-fourth of the grants was to be devoted to defraying the expenses of indigent students in attendance at the college.

The exact amount realized from the sale of land grants can not be ascertained. "The townships chosen are now known as Dixmont, Sebec, Guilford, Foxcroft, and Abbot. Foxcroft was sold in 1800 for seven thousand nine hundred and forty dollars; Sebec apparently brought upwards of eleven thousand dollars in 1803, and Dixmont is said to have been sold for twenty thousand dollars."³

In 1820 the medical department of Bowdoin was created by an act of the Legislature, and the school placed under the direction of the president, trustees, and overseers of Bowdoin College. In order to carry out the organization of the new school, to purchase books, plates, and apparatus, the Legislature granted the sum of one thousand five hundred dollars.⁴

SUMMARY.

The total grants by the Legislature to the colleges of Maine are as follows: Bowdoin, five townships of land.

Money appropriations	\$52, 500
Bates College, Waterville, money appropriations	14, 000
Agricultural and Mechanical College	247, 218
Total	313, 718

¹ Laws of Massachusetts, IV, 388.

² Laws of Maine, II, 854.

³ Letter from Professor Little, of Bowdoin, December 27, 1888.

⁴ Laws of Maine, II, 856.

VERMONT.

THE FIRST SCHOOLS.

The first schools of Vermont existed before any legislative enactment was made by the State for the control of education. The systems which had existed in other parts of New England obtained here, and the town schools, similar to those in New Hampshire, were especially in vogue before and after the separation of Vermont from that province. Schools were supported and controlled by the communities in which they were situated, although the central legislative authority sanctioned by law as early as 1782 these local institutions. Even in the Constitution of 1793 the responsibility is thrown upon the local authorities, as it declares that "a competent number of schools ought to be maintained in each town for the convenient instruction of youth and one or more grammar schools to be incorporated and properly supported in each county."¹

In 1794 the towns were authorized to support schools by a local tax, and at the same time a general law² was passed to aid such schools by a landed endowment. The law provided that the lands heretofore granted by the British Government to the Society for the Propagation of the Gospel in Foreign Parts should be granted for the purposes of education to the respective towns wherein they lay, to be leased for the support of schools, the leases to extend "as long as water runs or wood grows." Likewise certain glebe lands were in the same year confirmed for the support of religious worship; subsequently the law was repealed, in 1805, and the lands were appropriated to schools.³ It was not until 1797 that the Legislature assumed any direct control of the town schools, which it did by enacting that each town should support a school or schools, and that any town failing to comply with the law should forfeit its right to its proportion of the general tax.⁴ But the chief action of the State in educational affairs was directed toward the maintenance of a State university.

THE UNIVERSITY OF VERMONT.

The State took a decided course in regard to the supervision and support of higher education. At the time of the organization of the State government, in 1798,⁵ the University of Vermont was endowed with lands which proved subsequently to amount to twenty-nine thousand acres. In 1791 the university was organized; the preamble of the act of incorporation shows forth the spirit and intent of the found-

¹ Chap. II, sec. 41; A Revision of the Frame of Government of 1786.

² Laws of Vermont (1808), I, 227.

³ *Ibid.*, 234.

⁴ Report of the Commissioner of Education for 1876, 391.

⁵ Address by Hon. Justin Morrill, 8.

ing as follows: "*Whereas* the education of youth is necessary for the advancement of morality, virtue, and happiness, and tends to render a people or State respectable; to promote which establishments for seminaries and colleges have been patronized by all good governments; and *whereas* several grants of land have already been made by this State, and private and liberal donations have been offered for promoting so useful an establishment within the same, which demand the attention of the Legislature for laying the foundation for an institution so beneficial to society: Therefore, SEC. I., *It is hereby enacted*, That there be and hereby is a college instituted at such a place in the township of Burlington * * * as the corporation herein names," etc.¹ It was incorporated further that "the estate of said university, both real and personal, to the extent of one hundred thousand pounds sterling (\$333,333 $\frac{1}{3}$), shall be exempt from taxation,"² and that all persons, officers, and students belonging to the university shall be exempt from taxes and military duty.

This law was modified, in respect to property, in 1802, so that the estates of the president and professors lying within the town of Burlington should be exempted from taxation to the amount of one thousand dollars each.³

It was further provided in the charter that the university could hold land to the extent of seventy thousand acres.

The early years of the university, planted as it was in the wilderness, were full of struggles and misfortunes. The State was generous in the extreme at the beginning, but failed to support the university it had created. The land was poor and brought little income, the whole tract bringing but twenty-five hundred dollars at that time.⁴

In 1813 the buildings of the university were seized by the Government and used for the storage of United States arms, by which much damage was suffered, and the houseless students all left, most of them to shoulder muskets against the British invaders. The buildings were rented in 1814 for the United States Army. Worse misfortunes occurred in 1824, the buildings being consumed by fire, but were restored by the citizens of Burlington in the following year. For the first ninety-five years of the corporate existence of the university the State never gave anything toward the support of it more than has been set forth in the above statements.

The trustees in their report⁵ of 1886, realizing this, after speaking of the resources of the university, state: "Of the above the only item which includes any gift or grant from the State to the university is 'value of lands.' The reservation of lots for the benefit of the university in the later grants to townships resulted in securing to the university about twenty-nine thousand acres of land scattered throughout

¹ Laws of Vermont, Slade, 581.

² *Ibid.*, 583.

³ *Ibid.*, 586.

⁴ Letter from President M. H. Bartlett, December 20, 1888.

⁵ Biennial Report, 1886, 5-6.

the State, mostly wild mountain land of little value. From the 'public lands' included in the above item an annual rental of about twenty-seven hundred dollars is received, making the gift to the university from the State to be of the value of about forty-five thousand dollars. As most of these lands were at an early day leased in perpetuity, their rental value can never be greatly increased. A portion of the original grants still remain unleased, the land being either worthless or inaccessible. When it is remembered that the Legislature of Vermont granted to Dartmouth College, before the chartering of the University of Vermont, the entire township of Wheelock, consisting of twenty-three thousand acres, from which, or from the capital arising therefrom, that institution still derives a revenue, and that the above grant of wild lands and the remission in 1852 of a small debt due the State for borrowed money, constitute the sum total of the gifts, grants, donations, and largesses of the State of Vermont to the University of Vermont, during the entire history of both, it will be seen how deficient the State has been in that care and interest and support by which institutions of learning are built up, and which the university had every right to expect from the State which called it into existence."

THE CONGRESSIONAL GRANT.

Vermont sold one hundred and fifty thousand acres of land scrip granted by the Federal Government, which yielded the sum of \$122,626, which at present gives an income of \$8,130. An attempt was made in 1863 to form a new institution by consolidating Norwich University, Middlebury College, the University of Vermont, and an agricultural college not then created. It is needless to say that such a scheme failed. In the following year the State chartered the Agricultural College of Vermont, thinking that a separate institution would be in demand by some wealthy town. "Accordingly the college went up and down the State offering itself to the highest bidder."¹ In 1865 the Legislature, finding that the former plans failed, proposed a union with the University of Vermont.

It asked that the University curriculum be enlarged so as to include departments of agriculture and the mechanic arts, and that one-half of the trustees be appointed by the Legislature. The proposition was acceded to, and in 1865 the law forming the University of Vermont and the State Agricultural College was enacted. Each corporation was to elect nine trustees, who with their successors were to constitute thereafter the board of trustees, with the addition of the *ex-officio* members, the Governor of the State and the president of the college. In speaking of this new partnership of the university and the college, Judge Powers says: "The firm assets were made up by the contributions on the part of the university of all its lands, buildings, libraries, and appliances, worth

¹ Biennial Report of University of Vermont, 1886, 5-6.

hundreds of thousands of dollars, and on the part of the State by the contribution of eight thousand dollars not obtained from the pockets of the tax-payers, but eight thousand dollars of other people's money."

On the other hand, the State appropriated in 1886 the sum of thirty-five hundred dollars annually for an experiment station under the care of the university; in 1888 the sum of six thousand dollars per annum for chemistry for the next four years, two thousand four hundred dollars for tuition, and three thousand six hundred dollars for instruction in branches relating to the industrial arts.¹

The following statement, together with what has already been given, will give a fair estimate of the financial condition of the university, exclusive of the Congressional grant:

SUMMARY.

Total value of property, exclusive of contingent fund	\$520,000
Value of lands	130,000
Value of buildings.....	200,000
Value of collections.....	60,000
Value of trust fund.....	120,000

The appropriations to Vermont University and State Agricultural College are as follows:

Grant of "town lots," 29,000 acres; annual rental is \$2,500; estimated value.	\$50,000
Annual appropriation for experiment station, \$3,500; 1886-89	10,500
Annual appropriation for chemistry, \$6,000; 1888-91, inclusive	24,000
For tuition, State students	2,400
For instruction	3,600
Total	90,500

¹ Pres. M. H. Bartlett's letter of December 20, 1888.

CHAPTER IV.

STATE AID TO HIGHER EDUCATION IN THE MIDDLE STATES.

The honor of planting the first schools in the territory about to be considered belongs to the Swedes and the Dutch. The colonists brought with them the institutions of their native land and endeavored to foster them in the settlements. For many years these schools were very meager affairs. They were elementary in their nature, embracing only two or three branches in their curricula. It was customary for the West India Company to send out a school-master with each party of emigrants departing for any of the colonies.

The schools in New Amsterdam were supported by the Reformed Dutch Church in connection with the authorities. The church was a state institution in the mother country, and all education was intrusted to its immediate care. The company made itself responsible for the appointment of school-masters, preachers, and tenders of the sick. These three offices frequently devolved upon the same individual, but more frequently the school-master was chorister of the church.¹

The schools in New Amsterdam were licensed by civil authority. The first school-master regularly employed in the colony was Adam Rølanstein, who came to the settlement about the year 1633.² It was not, however, until the year 1638 that any mention was made of taxation for the support of schools.³ This proposition received no definite action. In the year 1654 the burgomasters agreed to support at the expense of the city, one school-master, one minister, and one dog-whipper (sexton).⁴ This proposal was never put into practice. The first academy and classical school in New Amsterdam, taught by Alexander Carolus Curtius in 1659, was supported in part by tuition and in part by the Court through taxation of the people.

After the English obtained possession of the territory the same general plan of education was pursued in the New York colony as existed formerly. Thus we find that Johannes Van Eckkelen, in 1682, engaged with the "Honorable magistrates" to "serve the Church and school" for a salary of two hundred and thirty-four guilders, in grain, in addition

¹ Pratt: Annals of Public Education in the State of New York.

² Pratt's Annals, 4.

³ *Ibid.*, 5.

⁴ *Ibid.*, 6.

to a tuition ranging from three to six guilders per quarter for each pupil. The school must be kept open nine months in the year.¹

The General Assembly of the province took a more decided stand in 1702, and passed an act providing for a "free school in the city of New York," to be supported by an annual tax of fifty pounds current money.

Thus gradually the schools developed from elementary to grammar grades, and by degrees the legislative authorities took more important steps toward the support of schools. But it was not until 1746 that the first movement was made toward the founding of a college. The first step was to organize a lottery to raise money to found a college. This was repeated several times, and the process of raising money by lotteries for school purposes became a settled policy of the province. In fact, in this period it was considered a legitimate method of raising funds, and was practiced, more or less, by nearly all of the colonies.

It was not until the year 1754, one hundred and eighteen years after the founding of Harvard, that King's College was chartered. This marks the real beginning of higher education in New York. After the close of the Revolutionary War, King's College was reorganized under the name of Columbia College. The policy of the province and State toward higher education was exceedingly encouraging and liberal. All of the early colleges received valuable assistance by means of legislative endowments, grants, or appropriations.

The remarkable feature of the system of education in the Empire State is the Board of Regents of the University of the State of New York. It represents centralized authority for the control of public education, particularly that usually called "higher." In this capacity it has power to grant charters and regulate the laws pertaining to the same, though its work is seconded by legislative enactment. Through its instrumentality a property qualification has been instituted for the admission of colleges to chartered rights. This appears to be a wise measure, and would naturally have a tendency to prevent the establishment of institutions without financial support. If this policy had been pursued by other States fewer institutions would have been brought into existence merely to perish. The measure was not intended to check new non-State institutions. Indeed the State has ever been liberally disposed toward these institutions.

The University Convocation, called annually by the Regents of the University of the State of New York, brings together the chief educators of the State to discuss the most recent problems of education. This has a tendency to unify educational interests and create harmony in the entire system, besides keeping before the public the advanced views of the foremost men in the educational world.

The educational policy of the Swedes on the Delaware was similar to that pursued by the Dutch in New York. After the English domination the policy of Penn was decidedly in favor of founding sufficient

¹ Pratt's Annals, 6.

schools for the education of the people. The idea of State support developed very slowly. In Delaware the General Assembly has always encouraged all schools, and has lent a continuous support to higher education.

New Jersey has adopted an entirely independent policy in regard to higher education. Princeton College takes great pride in the fact that the State never gave any assistance to that institution.

In Pennsylvania the early schools were carried on chiefly by the Friends, the Legislature providing for the tuition of a class of indigent children. The school instituted by Benjamin Franklin was the natural successor of the school of Penn, and later developed into the University of Pennsylvania. This institution received a new impulse in Revolutionary times under the provisions of the Constitution of 1776, which resulted in a liberal State endowment.

A remarkable feature of education in Pennsylvania appears after the war, in the numerous grants and endowments made to private and sectarian institutions. Academies, seminaries, and colleges sprang up rapidly through State encouragement and assistance. This process finally developed into a system whereby the State could easily provide teachers for primary and secondary schools by the support of colleges and academies. The system finally broke down with its own weight, and there has arisen in its place a complete normal system for the preparation of teachers. State aid for higher education, with the exception of appropriations to the State College and a recent donation for a hospital in Pennsylvania University, has entirely ceased.

NEW YORK.

THE DUTCH COLONY.

In the early history of the colony of New Netherlands there are frequent references to the schools which were established for the benefit of the colonists. Nearly all of these schools were of an elementary character, and were chiefly taught by teachers sent out from Holland in the employ of the Dutch West India Company. In 1659, at the earnest request of the "burgomasters" and "schepens" of New Amsterdam, Alexander Curtius was sent out to form a school of higher grade, in which instruction could be given¹ "in the most useful languages, the chief of which is the Latin tongue."² It was desired that this Latin school should finally develop into an academy. This, the only school of higher grade recorded in the Dutch period, closed when the English took possession of New Amsterdam.

¹ Historical Records, 26.

² An earlier document has been found in reference to this same school, being a communication from the directors of the West India Company to the director-general—Pratt's Annals, 21.

ENGLISH COLONY.

Under the English government that followed there were numerous attempts to establish and maintain Latin schools. The first was opened in 1688 by the Jesuit Fathers, under the direction of Governor Dongan.¹ In 1702, when Viscount Cornbury was Governor, an act was passed which provided for a Latin free school, and appropriated fifty pounds sterling, annually for seven years, for its support. Under this act George Muirson was licensed, in 1704, to instruct "in the English, Latin, and Greek tongues or languages, and also in the arts of writing and arithmetic."²

The most important school of this kind was established by Mr. Malcolm in 1732, to teach Greek, Latin, and mathematics. This school was established by an act of the General Assembly, which provided for its support by appropriation of all the revenues arising from licensing peddlers and hawkers about the city of New York. The assembly also voted 40 pounds per annum for five years, to be raised by taxation, for the support of the school.

After the expiration of this time, and during the unsettled period of the French and Indian wars, there is very little in the annals of the English colony to indicate any public aid to education. It is not supposable that the schools thus started were suddenly given up; but they were probably carried on by private parties, and therefore did not enter into the history of colonial affairs.

KING'S COLLEGE.

As early as the year 1702, we find references to the founding of a university on the "King's Farm" in New York City. The subject was broached again in 1729,³ but no action was taken until December 6, 1746, when the General Assembly of the colony passed an act for raising the sum of £2,250 by a public lottery, for the encouragement of learning and for the founding of a college.⁴ Other acts followed, and at the close of 1751 the funds, amounting to £3,433 18s, were vested in a board of trustees. Of these trustees two belonged to the Dutch Reformed Church, one to the Presbyterian, and the remaining seven to the Church of England.

The King granted a charter, donated land, and appropriated money for the founding of the college. The charter was granted in 1754, under the title of King's College. The General Assembly, by a subsequent act, provided for its support by granting an excise tax on liquors. A large amount of land had been given to Trinity Church by the King's grant for its support, and on the 13th of May, 1755, the corporation of

¹ David Murray, in *Historical Records*, 26.

² *Annals of Education*, 87.

³ *Historical Sketch of Columbia College*, 6.

⁴ F. B. Hough, *Hist. Rec.*, 39.

Trinity Church conveyed a large and valuable tract of this grant, lying on the west side of Broadway between Barclay and Murray Streets, to the governors of the college.

The college was duly organized in 1754, the trustees in the year previous having called Rev. Samuel Johnson to be its first president. The government of the college was vested, by authority of the charter, in the president of the college; the Archbishop of Canterbury; the first lord commissioner for trade and plantations; the eldest councilor of the provinces; the judges of the Supreme Court of Judicature; the secretary; the Attorney-General; the Treasurer; the Speaker of the General Assembly; the mayor of New York City; the rector of Trinity Church; the senior minister of the Protestant Dutch Reformed Church; the ministers of the Lutheran, French, and Presbyterian Churches; and twenty-four citizens of New York City,—a body sufficiently varied in character to control the college and at the same time represent all the interests of the people.

The funds for the support of the new college were raised in several ways: By State assistance, by private donations, by lotteries, and by tuition.

Provisions were early made by the General Assembly for a lottery to raise funds for the erection of buildings, a site having been chosen near Barclay Street, west of Broadway.

It was not, however, until May, 1760, that the buildings were erected, and the remainder of the property was subsequently leased for a term of years. The sum of £3,282 was realized from the lottery; six thousand pounds were obtained by the agent, Dr. Jay, in England; the King gave four hundred pounds; and over ten thousand pounds were contributed by others. In 1767 a grant of twenty-nine thousand acres of land was made by the Government, but this was unfortunately located in that part of the territory afterward ceded to Vermont and was lost to the college.

The college was supported by private donations, aided by the colony, and its control was more or less subjected to the colony; yet it could not be claimed as a State institution, as the term is used in its modern sense.

King's College was closed in 1776 on account of the turbulent times, and was prepared for the use of the American army as a hospital.¹

During its career it had given an impulse to education which enabled the work to be readily revived at the close of the war. In its early years the Government had granted to it the sum of £6,943, equal to \$17,358, in current exchange, raised by lotteries and taxes, and lands valued at \$83,647, making in all over one hundred thousand dollars, a liberal sum in those days, for the establishment of the new college.

¹ Hist. Rec., 40.

COLUMBIA COLLEGE.

After the close of the Revolutionary War, King's College was in a deplorable condition. Many of the board of governors were either dead or missing, the libraries were scattered, the apparatus was destroyed, and a complete disorganization existed. The entire income of the college in 1784 was but one thousand two hundred pounds.¹ With this income the board of regents began to build the university.

In 1784 the governors of the college addressed a petition to the State Legislature, then in session, asking a revision of the charter of King's College.² At the beginning of this session of the Legislature Governor George Clinton made the following reference to the higher education, which was the beginning of the organization of New York's present magnificent school system: "Neglect of education of youth is one of the evils consequent on war. Perhaps there is scarce anything more worthy your attention than the revival and encouragement of seminaries of learning."³

Earlier in the session, and before the petition of the governors of King's College had been presented, a bill was introduced and became a law on the first day of May, 1784. This was entitled, "An act granting certain privileges to the college heretofore called King's College, for altering the name and charter thereof, and erecting an university within this State."⁴

The principal provisions of this act are, in brief, as follows: A board of regents was created, vested with power to hold and possess the rights, privileges, and franchises provided by the act, and were to have power to make rules for the government and support of the university, to elect a president and professors of King's College. The regents could possess estates, real and personal, equal to forty thousand bushels of wheat, and they were empowered to found schools and colleges in the State where they deemed it advisable, and to endow the same.

The board of regents consisted of the Governor, Lieutenant-Governor, mayor of the City of New York, mayor of Albany, Speaker of the Assembly, President of the Senate, Attorney-General, Secretary of State, and twenty-four other persons elected by the Legislature. In addition to this number each religious denomination had the right to elect one regent. This shows the early attempt to unite the church and state in educational matters.

The property of King's College was given into their charge, to be applied solely to the use of Columbia College as the regents might direct. The regents were likewise empowered to grant degrees, and finally in Section X, we read: "The college heretofore known as King's College shall be known and called Columbia College."

Thus we find a full organization with one college and a small income as the beginning of the University of the State of New York. During

¹ Moore's History of Columbia College, 68.

² Hist. Rec., 40.

³ *Ibid.*, 41.

⁴ Laws of 1784, Chap. LI, p. 69.

the second session of the Legislature of 1784, the above act was, owing to dissatisfaction, amended in some particulars. These amendments pertained chiefly to administration, but among other things they provided for an increase in the number of regents.

The arrangement provided by this legislation lasted for three years only; at the end of this period of trial it was felt that there was need of a reform. A committee was appointed to consider the measure in relation to the university, and especially to Columbia College. Mr. Duane, as chairman of the committee, reported that the previous acts of the Legislature were considered defective, and recommended changes in regard to the functions of the regents and also in the action toward academies.

The report was adopted, and a subsequent committee presented a bill for the action of the Legislature. The act repealed all former acts and made the number of regents twenty-one, including the Governor and Lieutenant-Governor as members in virtue of their offices.¹ The other regents were appointed by the Legislature, and the board of regents chose their own officers, viz, chancellor, vice-chancellor, secretary, and treasurer.²

The law states as follows: "The regents are authorized and required by themselves or their committees to visit and inspect all the colleges and academies in the State, examine into the condition and system of education and discipline therein and make an annual report of the same to the Legislature."³ They also have full control of the literature fund, which is annually distributed and appropriated to the different academies and seminaries of learning, exclusive of colleges, according to the number of students passing satisfactory examinations in the classics and higher branches of learning.⁴

The regents of the university and the trustees of Columbia College were made two separate bodies. The charter granted in 1754 was ratified, and the number of trustees in control was limited to twenty-four, in whom were vested all the powers of the governors of the college. Ample provision was made in this bill for the establishment and government of academies. Since this act the board of regents has been divested of the charge of Columbia College and has had no control of its internal affairs.

From the time of reorganization in 1787 the regents of the University of New York have exercised a supervisory control over the corporations created by them or by the Legislature, while Columbia College, although nominally under the supervision of the regents, has had, as in case of the other great institutions of learning in the State, an almost independent existence.

¹ Laws of 1787, 10th session, p. 156.

² New York Code, 1882, Chap. XV, p. 1114.

³ *Ibid.*, sec. 15, p. 1115.

⁴ *Ibid.*, sec. 23, p. 1116.

The Legislature continued to assist Columbia College in small ways for some years after the separation. In 1792 an act to encourage literature provided for the payment of £7,900 to the college for certain specified objects, and at the same time granted an annuity of seven hundred and fifty pounds for a term of five years.¹

Columbia College shared with Union College in a land grant from the State in 1801, located at Lake George, Ticonderoga, and Crown Point. A more valuable grant followed in 1814, that of twenty acres of land formerly belonging to Dr. Hosack and purchased from him by the State at a cost of \$74,268.75.

Dr. Hosack attempted to establish a botanical garden subservient to the purposes of medicine, agriculture, and the arts. He purchased the land and erected buildings, but was unable to carry out his plans. The land when purchased was three miles and a half outside the city of New York, but is now in the center of wealth and population and is very valuable. It is located between Fifth and Sixth Avenues, and between Forty-seventh and Fifty-first Streets.

One other act of 1819 granted to Columbia College the sum of ten thousand dollars.

A medical school was early established in connection with Columbia College, which received assistance from the Colonial Assembly and the State Legislature. The corporation of the city of New York granted three thousand pounds, while the State Legislature assisted to the extent of forty-five thousand dollars by means of lotteries, chiefly after this school was united with the College of Physicians and Surgeons.

THE LITERATURE FUND.

One of the substantial aids to the success of the school system of New York is what is termed the Literature Fund.

By an act of May 10, 1784, the board of commissioners of the land office was created and empowered to lay out the unappropriated land into townships ten miles square. In each township a lot of three hundred acres was reserved for the use of a minister of the Gospel, and six hundred and ninety acres for a school or schools.

By an act of May 5, 1786, entitled "An act for the speedy sale of unappropriated lands within this State, and for other purposes therein mentioned," the surveyor-general was authorized "to lay out the waste and unappropriated lands" of the State into townships ten miles square, and these townships into lots of six hundred and forty acres each.² The act further provided "That in every township so laid out, or to be laid out as aforesaid, the surveyor-general shall mark one lot on the map "Gospel and Schools," and one other lot for "Promoting Literature," which lots shall be as nearly central in every township as may be; and the lots so marked shall not be sold, but the lot marked "Gos-

¹Greenleaf, II, 479.

²Hist. Rec., 80.

pel and Schools" shall be reserved for and applied to the promoting the Gospel and a public school or schools in such townships; and the lot marked for "Promoting Literature," shall be reserved to the people of this State to be hereafter applied by the Legislature for promoting literature in this State."¹

Of these two provisions the former furnished the basis of local school funds, the latter of the literature fund, which is still held by the State.

But the lands reserved for the support of schools were for many years unproductive, and the board of regents was without funds for successful compliance with the law in performing its duties. In the report of 1788 the board of regents lamented this condition of affairs and their inability to make an improvement, unless the Legislature would support them by appropriate acts. They claim: "As the education of youth and culture of learning are connected with the improvement of useful arts, and nourish both the disposition and abilities requisite for the defence of freedom and rational government, so they have been esteemed in every civilized country as the objects of the highest importance. In our State it was evidently intended that the university should possess and exercise a general superintendence over all literary establishments which might be found among us, and that it should direct the system in such a manner as would conduce to the harmony and interest of the whole. * * * Our attention would naturally extend, not only to subsisting literary corporations, but to the erection of academies in every part of the State; and it is obvious that the most important purposes might be attained by affording timely assistance to infant seminaries, which would otherwise languish for a time and perhaps finally perish."² Therefore, as the university is not provided with funds for the payment of the expenses immediately arising from the duties which the legislature has prescribed, the regents suggest that certain lands be made available for its support.

LAND GRANTS.

A plea for necessary assistance was again urged by the regents in the following year. As the result of their petition the Legislature passed an act on March 31, 1790, entitled "An act for the further encouragement of literature,"³ which, after stating that it is the duty of a free people to promote and patronize science and literature, and that Columbia College and the incorporated academies under the charge of the regents are deficient in funds, notwithstanding the contributions of individuals, provided for the rental and lease of lands and the application of a sum of money without delay for the "advancement of science and literature in the said colleges and the respective academies."

It was further provided that certain lands of Crown Point, Ticon-

¹ Chap. 67, Laws of 1786; Greenleaf, I, 282.

² Regents' Report, 1788.

³ Chap. 38, Laws of 1790; Greenleaf, II, 316.

deroga, Fort George, and Governor's Island¹ should be given to the regents for the support of literature.² The grant at the south end of Lake George having been found to conflict with prior grants, the Legislature substituted in lieu thereof a tract on the east side of the lake, containing 1,724 acres.

An act of the Legislature of May 5, 1786, granted ten townships at the northern part of the lake for general educational purposes, but these were afterward replaced by a grant of 1,680,000 acres in the counties of Cayuga, Onondaga, Oswego, Schuyler, Seneca, Tompkins, and Wayne. This grant is known as the reservation for educational purposes in the "military tract." Six lots in each township were reserved as follows: one for promoting the Gospel and a public school; one for promoting literature in the State; and the other four to equalize the shares of claimants under the bounty act. In 1769 the supervisors of Onondaga County, which then included the whole of this tract, were authorized to set apart the lots to be devoted to literature. These and other reservations were granted to separate institutions or sold to increase the general literature fund.³ Thus, for example, the literature lots in townships 7, 8, 9, 10, 11, 12, 15, 16, 17, and 20 were granted to Union College, while others, from time to time, were granted by special acts of the Legislature to various academies. Eight townships in St. Lawrence County were sold and the proceeds were given to the literature fund, with the exception of \$1,000 to Middlebury Academy in 1823, \$1,000 to Redhook Academy in 1824, and \$2,500 to St. Lawrence Academy in 1825. These latter grants were made by special acts of the Legislature.⁴

Much had been done for the support of academies by general and special grants of land, and the Legislature had attempted to supply the deficiency of these grants by special money appropriations. The greatest of the latter was the act of 1792, which granted an annuity of £1,500 for five years for the benefit of academies.⁵ But the origin of a permanent Literature Fund, the interest of which was to be used for the support of academies and the principle to remain undiminished, dates from the act of the Legislature of 1813, which provided that certain unsold lands in the military tract, or the counties of Broome and Chenango, should be sold and the proceeds invested to secure a regularly-paid interest. "And the regents of the university shall make such distribution of the annual income amongst the several incorporated academies of this State as in their judgment shall be just and equitable."⁶

By an act passed April 12, 1813, the Crumhorn Mountain Tract was authorized to be sold and the proceeds were to be used for the benefit of academies, as the regents might direct. The avails of this sale, amounting to \$10,416, went into the Literature Fund.

¹ Afterward used for military purposes.

² Laws of New York, Greenleaf, II, 317.

³ Hist. Rec., 84.

⁴ Statutes, 45, 330, 82.

⁵ Greenleaf, II, 479.

⁶ Statutes, p. 319. 1813.

The Literature Fund was further increased by an act of 1819¹ authorizing the arrears of quit-rents, amounting to \$53,380, to be equally divided between the Literature and the Common School Funds. And in 1827, April 13,² the avails of the lands belonging to the Canal Fund to the amount of \$150,000 were to be devoted to the enlargement of the Literature Fund, and to be distributed for the support of incorporated academies and seminaries, excluding colleges, which were subject to the visitation of the regents.

LOTTERIES FOR THE LITERATURE FUND.

At the present day it seems a questionable way to support colleges and schools by means of lotteries. But at the beginning of this century there seems to have existed a mania for lotteries, and they were considered a legitimate method of raising money. Many colleges and academies and even churches availed themselves of lotteries to replenish their funds. Nearly all of the young States indulged in this method, and New York especially was much given to this mild gambling for public gain.

By an act of the Legislature, passed April 3, 1801, entitled "An act for the promotion of literature," provision was made for four successive lotteries of twenty-five thousand dollars each; \$12,500 of the avails of each was to be paid to the Literature Fund, and this was to be distributed among the academies by the regents; the remainder was to be devoted to the support of the common schools.³

By an act of 1832 the management of the Literature Fund was directed to be transferred from the control of the regents to the State Comptroller, who was to audit all accounts for the support of academies and for current expenses.⁴ At this time the Literature Fund was largely invested in bank stock, State stock, bonds, and mortgages, amounting in all to only \$59,407.51, with property held in trust by the regents amounting to \$9,905.07. This fund amounted September 30, 1888, to \$284,201.30. Its revenue is applied entirely to the support of academies.

The United States Deposit Fund of 1836 was entirely devoted to education. The principal of this fund amounted to \$4,014,520.71, and from its income, \$28,000 are given annually to the support of academies. Thus has the Literature Fund continually increased, and its entire proceeds have been directed to the support of academies. But this fund failing to meet the requirements, an appropriation⁵ of \$125,000 was made by Legislature, the money to be divided as the present Literature Fund. A tax of one-sixteenth of a mill was levied on each dollar of valuation.⁶ It was provided in the act of distribution of the funds in 1873⁷ that no more money should be paid to a school under the control

¹ Chap. 222, Laws of 1819, p. 298.

² Chap. 228, Laws of 1827, p. 237.

³ Chap. 53, Laws of 1801

⁴ Chap. 8, Laws of 1882

⁵ Chap. 571, Laws of 1872.

⁶ Chap. 736, Laws of 1872.

⁷ Chap. 642, Laws of 1873.

of any religious or denominational sect or society. This State aid to academies, which was appropriated in 1872, was not continued by subsequent Legislatures. But in 1887¹ the Legislature enacted that sixty thousand dollars should each year be appropriated, to be distributed by the regents of the university in the same way as the income of the Literature Fund is distributed.

UNION COLLEGE.

The first movement toward the foundation of Union College was made in 1779, by the circulation of a petition for a bill to charter Clinton College at Schenectady. This plan failing, measures were taken in 1785 to found an academy in the town of Schenectady. The enterprise was supported entirely by private munificence. On December 30, 1791, the Legislature was memorialized without success for a grant of land for the support of the new institution. In February, 1792, the proprietors of the academy petitioned the Legislature for a charter, which was denied on account of lack of sufficient funds. In the following year the petition was renewed in a different form, asking for an academic charter, which was granted January 26, 1793.

After repeated attempts a charter for Union College was obtained February 25, 1795, from the regents of the university, to whom authority had been given by the Legislature. The property of the Schenectady Academy was made over to its support. The Legislature came to the assistance of the new and struggling institution, and made the following grants: By an act of April 9, 1795, the sum of \$3,750 was granted for books; April 11, 1796, ten thousand dollars for building purposes; March 30, 1797, \$1,500 for salaries; and on March 7, 1800, ten thousand dollars for building and permanent funds. By the last act the trustees were granted the power to select ten lots in the military tract, to be sold, and the proceeds to be devoted to the use of the college. The sale of these lands, together with others near Lake George, yielded over fifty thousand dollars. Previous to 1804 the whole amount given by the State in support of the college was \$78,112.13,² and this was either as appropriations of money or funds from the sale of lands.

In 1804 began the celebrated administration of Dr. Nott, continuing for over a half-century. Dr. Nott, although a Christian minister, according to the fashion of his times began to provide for an ample endowment by the aid of lotteries. On March 30, 1805, an act of the Legislature granted the privilege of a lottery of eighty thousand dollars in four drawings, and on April 13, 1813, an act authorized a lottery of two hundred thousand dollars,³ designating the proceeds for several purposes. Thus was Union College aided in time of need by the generosity of the State, although, like most of the old colleges, it was largely sup-

¹ Chap. 602, Laws of 1887.

² Chap. 120, Laws of 1814.

³ Chap. 62, Laws of 1805.

ported by private donations. The entire State aid given to Union College amounted to \$358,111.

HAMILTON COLLEGE.

The third college in New York, that of Hamilton, located at Clinton, received material assistance from the State. It had its origin in an academy chartered under the name of Hamilton-Oneida, on January 31, 1793, at the village of Clinton. The academy was opened in 1799 for the admission of students. After a successful period of growth for a term of 12 years it was transformed into a college, under a charter granted by the Regents, May 26, 1812. By an act¹ of the Legislature of June 19, of the same year, the college was endowed with the sum of fifty thousand dollars in bonds, secured on the unsold lands of the Oneida Reservation. The general lottery act of 1814 gave to Hamilton College the sum of forty thousand dollars. In 1836 the State made an annual appropriation of three thousand dollars, which ceased under the provisions of the new Constitution of 1846. The total State aid amounted to only one hundred and twenty thousand dollars, but the permanent funds of the college in 1881 amounted to \$269,332.56.

The University of the City of New York received a grant of six thousand dollars per annum from 1838 to 1843, and other institutions have received special appropriations; but the history of these institutions must be omitted here. A general summary of the grants will be given at the close of this part of the subject.

CORNELL UNIVERSITY.

The nearest approach to a State institution of superior instruction found in New York is furnished by Cornell University. The Governor, Lieutenant-Governor, Speaker of the Assembly, and Superintendent of Public Instruction are in virtue of their respective offices members of the board of trustees. Hon. Ezra Cornell agreed to give five hundred thousand dollars, for the foundation of the university, provided that the proceeds of the Agricultural Land Grant should remain undivided, and be devoted to said university for the purpose of instruction in the mechanical arts and agriculture.

New York State received 990,000 acres in land scrip from the United States grant of 1862, part of which was sold for eighty-five cents per acre. Land scrip went down, and by an act of the Legislature of April 10, 1866, the Comptroller was authorized to sell the land to the trustees of Cornell University, or to any person giving good security, for not less than thirty cents per acre. Mr. Cornell bought the remaining portion, and agreed to pay into the State treasury the net proceeds of these lands, the sum to be held as the Cornell Endowment Fund, and to be used exclusively for the support of the university.² The profits of this investment will amount at least to two millions of dollars.

¹Chap. 237, Laws of 1812.

²Chap. 481, Laws of 1866.

By the laws of 1865,¹ which were amended in 1872,² and again in 1887,³ Cornell University is obliged to receive from each Assembly district one student annually, to whom is given free instruction in all branches in the four-years' course. This act gives free tuition continually to five hundred and twelve students. The privilege is determined on a basis of superior scholarship, and is determined by competitive examinations conducted by the Department of Public Instruction.

The State has done very little for the support of Cornell University; the chief benefactors are Ezra Cornell and the Federal Government. Stimulated by these magnificent gifts, private donations have poured in for the support of this great institution, which in purpose and design is a complete State University.

THE STATE MUSEUM OF NATURAL HISTORY.

The regents of the University of New York were created by an act of the Legislature in 1845, trustees of the Cabinet of Natural History. By an act passed in 1870 the name was formally changed to the New York State Museum of Natural History. The board has the power to appoint the scientific staff, consisting of a director and his assistants, a State entomologist, and a State botanist. The Museum is a means of increasing scientific knowledge in the State. It received its first impulse through the State Geological Survey, and the attempt which grew out of this survey to form a collection of the natural productions of New York. By an act of the Legislature of November, 1840, the old State Hall at Albany was set apart for the reception of the collections.⁴ They were put in charge of the regents. The Legislature also appropriated two thousand dollars for fitting up the building and the cases. In 1857 a new building replaced the old one, to meet the demands of the growing collection.

A new interest was awakened in the Museum by the discovery of the mastodon at Cohoes in 1866, and the Legislature in the next session granted five thousand dollars for the purchase of the Gould collection of shells, of sixty thousand specimens, representing six thousand species.

In 1870 a law was passed making an annual appropriation of ten thousand dollars for the support of the director and three assistants, as well as for current expenses. Also the sum of one thousand five hundred dollars was appropriated for the salary of the State botanist. By an act passed in 1881 the sum of two thousand dollars was appropriated for the annual salary of a State entomologist.

The Legislature by an act of 1883 directed that the State Hall, as rapidly as it was vacated by the State officers, should be set apart for the use of the Museum, and in the same act increased the annual ap-

¹ Chap. 585, Laws of 1865.

³ Chap. 291, Laws of 1887.

² Chap. 634, Laws of 1872.

⁴ Chap. 245, Laws of 1840, 192.

propriation to fifteen thousand dollars. It also provided for the publication of scientific papers, and the remaining unpublished volumes of the Natural History of the State, directing funds to be appropriated annually for five years to these purposes. The removal of the Museum to the State Hall has only been partly effected. The delay in the completion of the new capitol has interfered with the removal of the State officers, and the additions to the number of officers and boards begin to make it doubtful if the State Hall can ever be vacated.

An institution like the State Museum furnishes a strong support for higher scientific education.

ACADEMIES.

The academies of New York, although now properly classified as institutions of secondary instruction, have borne such intimate relations to higher education in the past that they should not be passed by unnoticed. Here, as elsewhere, we are confronted with the indefinite terms of "academies" and "seminaries of learning," embracing, as they do, historically all grades of instruction from that of an ordinary grammar school to that of a moderate collegiate course. But as the appropriations have largely been made on the returns of classical education the system of academic education is entitled to our attention to that extent.

After the reorganization of the school laws, at the close of the Revolutionary War, the newly constituted board of regents, in 1787, provided for the establishment of two academies, those of Clinton at East Hampton and Erasmus Hall at Flatbush. These were reported in 1788 as being in a flourishing condition. Subsequently others were added to the list of newly incorporated academies, until in 1792 there were ten of these academies. They had received but meagre support from their land endowments, and it was not until 1792 that the first direct appropriation¹ of moneys was made by the Legislature for the support of academies, and a provision made for its distribution among the academies of the State by the board of regents.

The act of April 11, 1792, that provided for a donation to Columbia College, also appropriated the sum of one thousand five hundred pounds (\$3,750) annually for a term of five years, to be distributed at the discretion of the regents among the several academies of the State.²

These funds were appropriated at first according to the number of pupils in attendance at the respective schools. Finally in 1818 a rule was adopted distributing the funds according to the number of students studying the classics or the higher branches of learning, reserving one-fifth of the entire amount for special distribution to over-needy institutions according as the regents might deem proper. This policy was pursued until the revised statutes of 1829 provided that the money should

¹ Hist. Rec., 444.

² Chapter 79, Laws of 1782.

be equally divided among the eight senatorial districts of the State, and distributed as before. This remained a law until the adoption of the new Constitution in 1846, which provided for a return to the old method.

There was no well-organized plan for determining the basis of apportionment until 1866, when examinations were instituted, certificates issued, and reports to the regents made accordingly. In 1870 the answer papers of these examinations were made returnable at the office of the regents, and were there subject to review and revision. The law of 1873 provides, among other things, that "no money shall be paid to any school under the control of a religious or denominational sect or society."¹

The academies, under the protection of wise laws, increased rapidly in number and efficiency. In 1820 there were forty-eight academies to which charters had been granted, although only thirty reported for the apportionment. Besides the regular distribution of funds by the regents, amounting in the aggregate to about two millions of dollars, the Legislature has made at least sixty special grants of land and money for the benefit of academies. It is impossible within the scope of this work to give the specific grants of land or enter into the details of the separate acts of the Legislature. At least fifty thousand dollars have been granted from time to time to academies in need of immediate assistance, while it is difficult to estimate the money value of the numerous special land grants that have been made by the Legislature.

The amount of appropriation varied from year to year until 1830: then it was uniform till 1834, being ten thousand dollars annually. From 1835 to 1838 it was twelve thousand dollars per annum, and from 1839 to 1887 it has been forty thousand dollars per annum. By an act passed in 1887 the sum of sixty thousand dollars was added to the annual appropriation to academies, making the total appropriation from that time at the rate of one hundred thousand dollars annually. Of this amount twelve thousand dollars is taken from the income of the Literature Fund and twenty-eight thousand dollars from the United States Deposit Fund, and sixty thousand dollars from the General Fund.

The State also has appropriated three thousand dollars annually from 1835 to 1883, and six thousand dollars annually since 1884 to be granted by the regents to the academies under their visitation for the purchase of books and apparatus, on the condition that the academies should raise an equal sum from sources independent of their school property. From the excess of applications over the sum appropriated the regents have limited the applications to one hundred and fifty dollars each, and restricted them to alternate years.

The regents also have promoted the maintenance of classes in the academies under their visitation for instruction of common school

¹Laws of 1873, sec. 7, p. 997.

teachers. This system was begun in 1834, and the appropriations sustaining it were derived from the United States Deposit Fund. The sum now appropriated is thirty thousand dollars annually, but the part of this sum actually paid out by the regents depends on the amount of service rendered. The academies are paid one dollar for the instruction of each scholar for each week. The classes are limited to twenty-five members, and continue from ten to thirteen weeks. An inspector is employed, who spends his whole time in visiting and caring for these classes. He is paid from the fund appropriated by the Legislature for the support of these classes.

The total amount of money distributed by the board of regents for academies from 1793 to 1884, inclusive, has been \$1,996,738.18, and to 1888 at least \$2,156,738.18.

THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The act of the Legislature of 1787 created a board of regents, whose specific duties were to care for Columbia College, and to incorporate and supervise such other colleges and academies as they might think proper. However, they were soon at the head of the entire educational department, and were advocating the establishment of a system of common schools, academies, and colleges. It was finally considered that the regents had to supervise only higher education, and to support literary and scientific institutions.

The University of the State of New York is far from being a fiction, although the regents have not chartered all of the educational institutions of the State or entered into the internal supervision of the colleges and academies belonging to the University; nevertheless, by general superintendence and especially by the control of incorporation they have added unity and strength to the schools of the State. Perhaps their greatest service has been in fixing the standard of requirements for incorporating colleges and academies, and bringing academies to a higher grade, by making the appropriations depend either upon the number of pupils, or the number of students pursuing classical studies and the higher branches of learning, and determining the latter by an examination test.

Early in the history of the board of regents, academies and colleges were not granted charters unless a certain amount of property had been secured and there were good indications that the proposed institutions would receive sufficient support.

RULES FOR INCORPORATION.

“It was resolved on March 23, 1801, that in future no academy ought to be incorporated unless it appeared to the satisfaction of the regents that a proper building for the purpose had been erected, finished, and

paid for, and that funds had been obtained and well secured, producing an annual net income of one hundred dollars."¹ By a resolution of March 15, 1815, the sum required for investment was raised so as to yield two hundred and fifty dollars per annum. On March 25, 1834, the regents ordered that a building and lot free of any incumbrance and an established school after an approved method be added to the requirements for a charter. By an act of April 17, 1838,² it was provided that any academy owning a building, library, and apparatus worth two thousand five hundred dollars, might be subject to the visitation of the regents.

The settled policy of the regents in regard to the incorporation of colleges was published in a report of a committee in 1811, which affirmed "that no college ought to be established until suitable buildings have been provided and a fund created consisting of a capital of at least fifty thousand dollars, yielding an income of three thousand five hundred dollars."³

In 1836 the amount of the required endowment was increased to one hundred thousand dollars, with buildings, grounds, etc., worth thirty thousand dollars, the endowment to be made previous to the granting of the charter, and the whole sum of one hundred and thirty thousand dollars secured before the regents would appoint a president. The above restrictions, though seemingly arbitrary, have doubtless raised the character of institutions, while they have suppressed many attempts to found colleges and academies which must have eventually ended in disaster if not thus early thwarted by the law. When we consider the great number of educational institutions that have been called into existence in the United States without proper means of support, that eke out a miserable existence and finally perish for want of proper direction and support, it will be at once seen that the board of regents of New York have rendered a service to the State in these wise provisions.

The legislature by special acts could modify the rulings of the board of regents, as in the case of the granting of the charter to the College of Physicians and Surgeons in New York City with a required endowment of fifty thousand dollars.

The great work of the University of the State of New York has been enlarged until the regents have under visitation (1889) 301 academies.⁴ There are also under inspection twenty-seven colleges of arts and sciences for men (or men and women), five colleges of arts for women, eighteen medical colleges, and six law schools, making the immense system subject to State control, although the majority of colleges and universities have been granted such extended powers as to be practically independent in their government.

¹Hist. Rec., 409.

³Hist. Rec., 94.

²Statutes of 1838, 226.

⁴102d Annual Report of the Regents of the University, 1889.

STATE GRANTS TO COLLEGES AND ACADEMIES.

Columbia College:

Grants to King's College by excise and by lotteries.....	\$17,358
Grants of land, including Botanical Garden.....	83,647
Grants in money.....	39,125
	<hr/> \$140,130

Union College:

Grants by lotteries, 1805 and 1814.....	280,000
Grants of land, 1800 and 1802.....	52,861
Grants in money.....	25,250
	<hr/> 358,111

Hamilton College:

Grant from sale of land, 1812.....	50,000
Grant by lottery, 1814.....	40,000
Grants in money, 1836-46.....	30,000
	<hr/> 120,000

Geneva College: Grants in money, 1838-46..... 63,000

University of the City of New York: Grants in money, 1838-43..... 30,000

Elmira Female College: Grants in money, 1867 and 1886..... 37,000

Fairfield Medical College:

Grant from land sales, 1812.....	10,000
Grants in money, 1820-25.....	5,000
	<hr/> 15,000

Ingham University: Grant in money, 1861..... 5,000

University of Rochester: Grant in money, 1857..... 25,000

College of Physicians and Surgeons: By lotteries..... 45,000

Albany Medical College..... 15,000

Genesee College: Grants in May, 1854-56..... 12,000

Cornell University..... 125,000

Total appropriations to colleges..... 890,241

Academies:

Amount to academies by the Regents, 1793-1884.....	1,996,738.18
Amount by special acts of Legislature, about.....	50,000.00
Amount from special grants.....	
	<hr/>

Total appropriations to academies..... 2,046,738.18

Total appropriations to State Museum, over..... 225,000.00

The report of 1886² shows the following appropriations of the State for higher education:

State appropriation for academies.....	\$44,244.74
State appropriation for teachers' classes in academies.....	31,667.35
Regents of the University.....	14,094.36
Elmira Female College.....	12,000.00
American Museum of Natural History.....	16,942.96
	<hr/>
Total.....	128,752.41

¹ Laws of 1867, Chap. 174.

² Report of the Superintendent of Public Instruction for 1886.

Apportionment to Academies from the Literature and Other Funds.

Total to 1883 taken from Historical Records.....	\$1, 996, 736
1884	40, 000
1885	40, 000
1886	40, 000
1887	40, 000
1888	100, 000
1889	100, 000
Total	2, 356, 736

Grants to Academies to aid them in Purchasing Books and Apparatus.

Total to 1884, from Historical Records.....	\$158, 359
1885-1889	27, 728
Total	186, 087
Not drawn.....	750
Total payments by State.....	185, 337

Expenditures by the State for the Maintenance of Teachers' Classes in the Academies under the Visitation of the Regents.

1836 to 1841, from Historical Records.....	\$22, 800
1842-1849 not given.....	
1842 to 1877, from Historical Records	459, 947
1878 to 1889, from Historical Records	330, 000
Total (except 1842-1849)	812, 047

Summary of Expenditures by the State for Educational Purposes.

Gifts to colleges	\$300, 241
Apportionment to academies	2, 356, 736
Grants for books and apparatus	185, 387
Teachers' classes.....	812, 047
State library	632, 995
State museum (not obtained).....	
Total to 1889	4, 876, 406

THE STATE LIBRARY OF NEW YORK.

State libraries have become in many States valuable aids to higher education. Though this branch of the subject has not been exhaustively treated, a short sketch of the State Library at Albany, kindly furnished by Hon. David Murray, of that city, will be sufficient to illustrate what may be done toward advanced learning by this means.

The State Library of New York was established by an act¹ of the Legislature passed in 1818. The Governor, Lieutenant-Governor, the Chancellor of the Court of Chancery, and the Chief Justice of the Su-

¹ Chap. 45, Laws of 1818.

preme Court were constituted a board of trustees. The Secretary of State, the Attorney-General, and the Comptroller were added to the board of trustees¹ in 1824. By an act² passed in 1844 the regents of the university were created the trustees of the library, and since that time it has remained in their charge. It was at first kept in rooms in the old capitol building, but in 1854 it was transferred to a building erected for it at a cost of \$94,900. This building was required to be taken down to make way for the new capitol. The library has been finally, in 1889, removed to its permanent and beautiful quarters on the western front of the capitol.

At first the library was mainly a collection of law books. In 1844, when it was transferred to the care of the regents, it was estimated to contain ten thousand volumes, of which three hundred are reported as missing. The Warden collection, containing two thousand two hundred volumes of miscellaneous works, was purchased in 1846 for four thousand dollars. The two largest collections which have been given to the library are the publications of the commissioner of British patents, amounting now (1889) to more than 4,340 volumes, and the library of the late Hon. Harmanus Bleeker, of Albany, numbering about two thousand volumes. According to the report of the library, September 30, 1888, it contained 138,191 volumes, of which 41,231 volumes belonged to the law department and 96,960 volumes to the department of miscellaneous literature.

We give below the amounts appropriated by the State for the purchase of books and the maintenance of the library from its origin to the present time, arranged in periods of ten years :

Expended for the Library.	For the purchase of books and binding.	For maintenance (salaries, expenses, etc.)	Total.
1818-1828.....	\$12,454	\$3,627	\$16,081
1829-1838.....	9,883	7,439	17,322
1839-1848.....	33,940	12,296	52,236
1849-1858.....	41,715	38,967	80,682
1859-1868.....	49,635	60,891	110,526
1869-1878.....	63,748	85,165	148,913
1879-1888.....	73,439	133,796	207,235
Totals.....	284,814	343,181	632,995

PENNSYLVANIA.

COLONIAL SCHOOLS.

During the occupation of Pennsylvania by the Swedes, and subsequently by the Dutch, until the English occupation, there was but little exercise of the duties of a State, owing to the diffusion of the small number of settlers. Yet from the condition of affairs in the mother

¹ Chap. 239, Laws of 1824.² Chap. 255, Laws of 1844.

countries, Sweden and Holland, and from the instructions and privileges contained in the first charters, we may determine the attitude of these colonists toward education, and may infer what would have been the result had they remained in power.

EDUCATION AMONG THE SWEDES.

In Sweden the church was a state institution, and the state had intrusted to its care the education of youth, and, through the agency of the church, free schools were established throughout the kingdom. That such a policy was to be continued to the colonists is indicated by the privileges granted to the new colony by the Queen in 1640.

Among other things concerning social improvement it is enjoined that "The patrons of this colony shall be obliged to support at all times as many ministers and school-masters as the number of inhabitants shall seem to require, and to choose, moreover, for this purpose persons who have at heart the conversion of the pagan inhabitants to Christianity."¹

EDUCATION AMONG THE DUTCH.

The Dutch colonists in Pennsylvania, as in New York, were tireless in their efforts to establish schools for their children, yet the means for accomplishing the desired end were meagre, indeed. The duties of minister and school-master were often combined, and churches were frequently used in place of school-houses. In all probability there was not a school-house with a regularly organized school in existence among the Pennsylvania colonists until after the territory passed into the hands of the English. Nevertheless, all available means were used to promote education, and the sentiments were there, awaiting more favorable circumstances for their full expression.

In the Charter of Privileges granted to the "lords and patroons" of New Netherlands in 1630 to 1635, it is provided in section 28 that "the patroons shall also particularly exert themselves to find speedy means to maintain a clergyman and schoolmaster, etc.,"² and in the articles and conditions to emigrants published by the Chamber at Amsterdam, section 8 says that "each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of comforters of the sick, schoolmasters, and such like necessary officers."³

Later than this, in the conditions offered to the settlers in the colony of New Castle on the Delaware in 1656, a "house for a school" was authorized, and they obligated to "pay the salary of a minister and school-master."⁴

¹ Hazard: Annals of Pennsylvania, 53.

² Quoted by Wickersham, Education in Pennsylvania, 8.

³ *Ibid.*

⁴ *Ibid.*, 9.

These citations are sufficient to show the importance attached to education at this early period, and to indicate that the church and education were considered together.

The Dutch and Swedes continued their private schools long after the accession of the English to the province.

PENN'S CHARTER.

The Charter and Frame of Government granted by William Penn seemed to promise more vigorous measures in regard to education; especially as it was placed under the control of the Assembly. Yet the Assembly was slow to give any direct support to education.

The twelfth article of the Frame of Government grants: "That the governor and provincial council shall erect and order all public schools and encourage and reward the authors of useful sciences and laudable inventions in the said province."¹

Although there is much in this for the encouragement of public education, there is no provision for its support. The General Assembly interpreted it accordingly, and in the second General Assembly, convened in 1683, a general law was passed making it obligatory for parents and guardians to educate the children in their charge.² But the first school established by the Provincial Council was opened in the same year by Mr. Enoch Flower as a legally established private school.

The act passed on the 26th of October, 1683, is as follows:

"The Governor and Provincial Council having taken into their serious consideration the great necessity there is of a School Master for ye instruction & Sober Education of youth in the towne of Philadelphia, sent for Enoch Flower an inhabitant of the said town who for twenty year past hath been exercised in that care and employment in England, to whom having communicated their minds, he embraced it upon the following terms: to learn to read English 4s by the Quarter, to learn to read and write 6s by the Quarter; to learn to read & write and cast accounts 8s by the Quarter; for boarding a scholar that is to say diet, washing, lodging and schooling ten pounds for one whole year."³

By William Penn's instruction a public grammar school was opened in 1689, and formally chartered in 1697.⁴

This was a school of high order, in which the classical languages were taught, and corresponded to the New England grammar school of the early period. It was not "free" in the modern sense, but open to all persons, and granted special privileges to the poor. This is said to be the origin of the famous "Friends' Public School," which was chartered in 1697, rechartered in 1701, and again in 1711.

In the petition for this school, directed to the Governor and Council,

¹ Colonial Records, I, 26, introduction.

² Chap. 112, Duke of York's Laws, p. 142.

³ Col. Rec. I, 36.

⁴ *Ibid.*, 499.

the petitioners stipulate to instruct the "rich at reasonable rates, and the poor to be maintained and schooled for nothing."¹

The charter of 1711 granted to this school is among the important early documents. The preamble begins as follows:² "*Whereas*, The prosperity and welfare of any people depend, in a great measure, upon the good education of youth and their early instruction in the principles of true religion and virtue, and qualifying them to serve their country and themselves by breeding them in reading, writing, and learning of languages and useful arts and sciences suitable to their sex, age, and degree, which can not be effected in any manner so well as by erecting public schools for the purposes aforesaid."

Although this approached the nearest to our present conception of a public school of all early institutions in Pennsylvania, yet it was in reality a private school, with certain agreements on the part of the corporate body to educate free of charge the children of the poor.

As a monument of early education it stands pre-eminent above other schools, and no other for the next fifty years following its establishment approached so near to the position of a state school.

As a fact, the provincial authorities did very little in providing for the education of the people prior to the Revolution. Their work was principally legalizing the actions of the church organizations and private bodies into whose care it intrusted the education of the youth of the province.

The school established by Benjamin Franklin in 1753 may be considered a legitimate outcome of the ideas of Penn and of the Friends' Public School, and to this period must we go for the real beginning of state education.

SCHOOL LEGISLATION.

Aside from the establishment of the academy and charitable school of the province of Pennsylvania at Philadelphia it may be stated that the first legislation in favor of state education began with the beginning of the Commonwealth.

The Constitution adopted in 1776 is the earliest constitutional provision on record among the States for the maintenance of a university, although other States through legislative enactment were far in advance in the support of higher education; North Carolina followed in the same year with a similar section in its first Constitution.

Article 44 of the Pennsylvania Constitution of 1776 declares as follows: "A school or schools shall be established in each county by the legislature, for the convenient instruction of youth, with such salaries to the masters paid by the public, as may enable them to instruct youth at low prices. And all useful learning shall be duly encouraged and promoted in one or more universities."³

¹ Wickersham, 43.

² Poore, Charters and Constitutions, 1547.

³ *Ibid.*, 44.

The law was modified in the Constitution of 1790 so as to read:

(1) "The Legislature shall, as soon as conveniently may be, provide, by law, for the establishment of schools throughout the State in such manner that the poor may be taught gratis.

(2) "The arts and sciences shall be promoted in one or more seminaries of learning."¹

These two sections were repeated word for word in the Constitution adopted in 1838.

These principles, formulated in the Constitutions of the Commonwealth, have led to a distinctive policy in state education.

The early colleges were endowed with a view to furnish teachers for the lower grade of schools. In a general sense this was the right view to take, for the higher educational institutions do determine the character of the lower; but in a special sense the higher institutions may not fit a person for the profession of teaching. Moreover, if the higher institutions react upon the lower, it is also true that the latter are necessary for efficient work in the former. The circle of education must be complete to ensure success. As Mr. Stevens well says, in his plea for free schools before the General Assembly in 1838, "Nor does it seem possible to separate the higher from the lower branches of education without injuring, if not paralyzing, the prosperity of both. They are as mutually dependent and necessary to each other's existence and prosperity as are the ocean and the streams by which it is supplied. For while the ocean supplies the quickening principles of the springs, they in turn pour their united tribute to the common reservoir, thus mutually replenishing each other."²

The bill that Mr. Stevens advocated at this session was passed in 1838, and was to remain in force for ten years. The clause pertaining to higher education is as follows: "To each university and college now incorporated, or which may be incorporated by the legislature, and maintaining at least four professors, and instructing constantly at least one hundred students, one thousand dollars; to each Academy and Female Seminary, now incorporated, or which may be incorporated by the legislature, maintaining one or more teachers, capable of giving instruction in the Greek and Roman classics, mathematics, and English, or English and German literature, and in which fifteen pupils shall constantly be taught in either or all of the branches aforesaid, three hundred dollars; to each of said Academies and Female Seminaries, where at least twenty-five pupils are taught as aforesaid, four hundred dollars; and each of said Academies and Female Seminaries, having at least two teachers and in which forty or more pupils are constantly taught as aforesaid, five hundred dollars."³

The establishment of academies and seminaries was the direct result of the ideas entertained by Penn in his Frame of Government for the

¹ Constitution of 1790, Art. VII, secs. 1 and 2.

² Laws of 1837-'38, 333.

³ Quoted in Wickersham, 337.

colonies. There was an attempt after the law of 1776, and especially after the law of 1790, to create a high school in every county in the State. This effort was continued in the law of 1838 to build a system of higher education throughout the Commonwealth.

These efforts failed to accomplish the desired end, probably because there was no basis of common school education. Each institution granted aid by the State obligated itself to instruct a certain number of poor children gratis, and this was the extent of the preparation for higher work. Moreover, many of the institutions were called into existence without sufficient support and their life was evanescent. There was no central power to control the location of schools, except the Legislature, and this was controlled by sectional interests.

The law of 1838 held in full force for six years, and then reduced the amount to one-half; but it was finally abandoned altogether, and thus ended the general legislation for colleges, academies, and universities.

Special legislation afterwards aided individual institutions, but the great work of the State was now directed to the establishment of a common school system, and subsequently a normal school system.

The normal schools have performed in part what it was designed that the academies, colleges, and seminaries of early endowment should accomplish.

THE UNIVERSITY OF PENNSYLVANIA.

It is interesting to know that the school which was established through the efforts of Benjamin Franklin finally developed into the University of Pennsylvania, and that the school itself was a fitting survival of the "grammar school instituted by William Penn in 1697."¹

There is a direct continuity of development of the idea of higher education, and whereas these institutions were different in organization, Penn's Grammar School, the Friends' Public School, Franklin's Academy, and the University of Pennsylvania represent one institution in its different phases of development. As early as 1743,² Benjamin Franklin drew up an elaborate plan for an academy, but the excitement of the provincial war immediately following prevented its maturity. But in 1749³ Franklin again took up the subject, and to interest the public published an essay on "Proposals relative to the Education of Youth in Pennsylvania." His plans were complete, and provided for an academy with elementary schools attached. Among other subjects proposed to be taught we find history, politics, ancient customs, and English. Greek, Latin, and modern languages were, to use a modern term, to be elective.

As a result of Franklin's efforts, a board of trustees was formed, of which he was president. The members of the board contributed the sum of two thousand pounds, or about \$5,333.33 $\frac{1}{2}$. This subscription was increased by citizens of the town.⁴

¹ Wickersham, 375.

² *Ibid.*, 58.

³ *Ibid.*

⁴ *Ibid.*, 60.

In 1750 Franklin set forth his views as to the objects to be obtained, which are, in brief, as follows: (1) That youth may receive a "good education at home, and be under no necessity of going abroad for it;" (2) that persons may be prepared for civil offices; (3) that persons may be prepared to teach country schools; and (4) that it would be an advantage to trade to have such a school in Philadelphia.¹ These views were embodied in a petition to the Common Council for aid. The council responded favorably and voted three hundred pounds (eight hundred dollars), and fifty pounds (\$133.33) per annum for five years, and fifty pounds for each pupil sent to the academy from the charity school.

A charter was granted by the Provincial Assembly in 1753 under the title of the "Trustees of the Academy and Charitable School of the Province of Pennsylvania;" two years later the second act of incorporation changed the academy into a college. There was a charity school formed under the same board of control as that of the academy.

A boarding-house was erected in 1762 with the sum of two thousand pounds raised by means of a lottery. Subsequently several lotteries were formed, which yielded the school about six thousand pounds in all.²

Perhaps it ought to be mentioned that the institution received with its first charter a donation of seven hundred pounds, and afterwards one of five hundred pounds, and that Thomas Penn gave it four thousand five hundred pounds, and seven thousand five hundred acres of land in Bucks County.³

The college continued to thrive, and, in 1765, what is now known as the medical department of the university was added, said to be the oldest of its kind in America.

In this connection it is, perhaps, well to mention that the first course of law lectures was given in 1790-91. This was the beginning of the first law school in the United States.

During the Revolution the college was greatly disturbed. In 1777 a body of American soldiers occupied the building, and in the latter part of the same year the institution was closed. As certain officers of the college had been under suspicion of disloyalty for some time an investigation was made, and the institution was deprived of its charter and property by an act of the Legislature passed in 1779.⁴ Almost immediately a new charter was granted under the name of the University of Pennsylvania, and with it an annual appropriation of one thousand five hundred pounds⁵ from the proceeds of certain confiscated estates. The university was formed under the act of the Constitution of 1776, which provided for "one or more universities."⁶

In order to right the wrong that had been committed in depriving the old corporation of its charter it was re-instated in 1789, and subsequently the old college and the new university were united into one institution under the name of the "University of Pennsylvania."

¹ Wickersham, 60.

² *Ibid.*, 376.

³ *Ibid.*

⁴ Laws, 1775-81 (Phila., 1782), 97.

⁵ *Ibid.*, 250.

⁶ Art. 44.

The first great contribution of the State in favor of higher education was made by the Legislature in the year 1779. The university was granted certain escheated lands estimated to be of the value of twenty-five thousand pounds, or \$66,666.66.¹ Nothing more was done for the university by the State except to grant three thousand dollars for a botanic garden in 1807,² to exempt its real estate from taxation for fifteen years beginning in 1832,³ and to appropriate the sum of two hundred thousand dollars for the building of the university hospital in 1871.

It is safe to say that the university has received, from its earliest existence as an academy, pecuniary aid from the State amounting to \$271,266.66, besides one thousand six hundred dollars raised by means of lotteries.

COLLEGES.

From the year 1783 to the year 1836 thirteen colleges were incorporated within the State. The first of these was Dickinson College at Carlisle, chartered in 1783. Three years after its incorporation it received a grant of ten thousand acres of land and five hundred pounds; in 1788 a lot of ground in Carlisle; the following year the privilege of raising two thousand dollars by lottery; in 1791, four thousand dollars and in 1795 five thousand dollars on condition that any number of students not exceeding ten should have free tuition in the common branches for a time not to exceed two years. In 1803 the State loaned the college six thousand dollars, and in 1806 four thousand dollars more, taking a mortgage on the college lands. In 1819 the State cancelled the debt, principal and interest, but bought back the lands for six thousand dollars in 1821, and in the same year made an appropriation of two thousand dollars per annum for five years. Subsequently, in 1826, the State granted three thousand dollars annually for seven years. Dickinson must have received from the legislative appropriations at least sixty thousand dollars besides the grants of land.

Franklin College, chartered in 1787, "received with its charter a grant of ten thousand acres of land in the western part of the State," a lot of land the following year in the town of Lancaster, and in 1819 a grant of four hundred and fifty-five acres.

The grants to Jefferson College, incorporated in 1802, are as follows: In 1806 three thousand dollars, on condition that four poor children should be educated free; and in 1821 the sum of one thousand dollars annually for five years; in 1826 one thousand dollars a year for four years; and in 1832 two thousand dollars a year for four years. This last appropriation was made on the condition that six students receive free tuition for four years, and after that twenty-four students be fitted for teaching in the common schools.

¹ Wickersham, 377. (One pound equalled about \$3.33 $\frac{1}{2}$.)

² Afterward applied to general purposes (Laws of 1836-37, 39).

³ Laws of 1831-32, 517.

Washington College, incorporated in 1806, received from the State the sum of three thousand dollars in money and five thousand acres of land. Between the years 1820 and 1835 the State donated at different times the sum of seventeen thousand dollars to this institution.

Allegheny College, located at Meadville, and incorporated in 1817, received with its charter two thousand dollars, and subsequently seventeen thousand dollars additional, prior to 1835.

The Western University at Allegheny, incorporated in 1819, received an appropriation from the State of two thousand four hundred dollars for five years beginning with 1826.

Lafayette College received in 1834 a grant of twelve thousand dollars; Madison College, in 1828, five thousand dollars; Pennsylvania College, in 1834, eighteen thousand dollars; Marshall College, in 1837, twelve thousand dollars.

From the State Superintendent's Report of 1838 the following is taken: "The colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years \$48,500 have been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons (ninety-one) for teachers of English schools, annually for a specified time."¹

In the year 1838 the Legislature passed an act granting to colleges, seminaries, and academies annual aid. The following is that part of the act pertaining to colleges: "To each University and College now incorporated, or which may be incorporated by the legislature, and maintaining at least four professors, and instructing constantly at least one hundred students, one thousand dollars." This law was to have been in force for ten years, but was repealed after the sixth year of its operation. During this time the sum of \$46,615.50 was appropriated, and this virtually ended State aid to colleges in Pennsylvania, if we except five thousand dollars given to the Polytechnic College and the appropriations to the State College.

ACADEMIES AND SEMINARIES.

The plan of the legislative authorities of Pennsylvania in regard to education seems to have been to provide universities, colleges, and seminaries of learning, that these might furnish teachers for the common schools. For forty years after the organization of the State government there were no laws enacted for the creation of a public school system. Nearly all of the educational legislation was in favor of academies and seminaries. During this period many acts were passed favoring these institutions, and nearly three hundred thousand dollars were spent in their aid. In 1833 there were two universities, eight colleges, and fifty academies, all of which had been liberally aided by the State.

¹ Pennsylvania Education Report, 1838, 27.

It was a recognition of the principle that the higher education is necessary to the existence of the lower, and that the State has a right, and owes it as a duty to the people, to provide such when necessary for the same.

The seminaries and academies of Pennsylvania established at this period (prior to 1838) cannot be strictly classified under the head of higher education. The majority of those established fall under a classification of secondary instruction, while a few may be classified with institutions of higher learning. Yet they are worthy of notice in the State structure of education, on account of the relation which they bear to the State policy and to institutions of higher education. The order of development of the State system was, university, college, academy, seminary, and common school.

Before the firm establishment of the last, common schools, the State policy in regard to the other classes of institutions mentioned had changed.

From 1784 to 1829, sixty academies and seminaries were chartered, each receiving, with two or three exceptions, an endowment by the State either in money or land, or in both. The aggregate amount of the appropriations by the Legislature to these institutions during the period was \$118,900 and over 37,480 acres of land.¹

Dr. Burrowes, Secretary of the State, reports in 1837 to the constitutional convention as follows:

“Academies from forty-five counties have from time to time received aid from the State, sometimes in money, generally in the proportion of two thousand dollars to each county, amounting to \$106,900, and sometimes in land, whose value it is difficult to estimate, but supposed to be worth at least \$135,000, making a gross amount of \$241,900.”²

The law of 1838³ caused a rapid increase in the amount expended in endowments and appropriations for academies and seminaries.

Within a short time after its passage, many institutions were chartered, seven of which received the regular two thousand dollar endowment, and others received land. The regular appropriations to academies and female seminaries for the six years following its passage were as follows:⁴

Years.	No. academies.	Appropriations.	No. female seminaries.	Appropriations.
1838.....	43	\$3,790.00	15	\$700.00
1839.....	52	21,329.87	29	8,413.83
1840.....	57	21,237.33	33	9,977.08
1841.....	60	23,802.72	34	13,500.02
1842.....	65	16,001.80	41	13,044.89
1843.....	64	27,929.04	37	10,444.27

¹ Wickersham, 379-80.

³ See School Legislation.

² Quoted by Wickersham.

⁴ Wickersham, 386-7.

The total amount appropriated during this period was, by general law, \$171,170.85, and by special appropriation, \$14,000. Prior to this there had been granted \$241,900, making a total grant to academies and seminaries of \$427,070.85.

PENNSYLVANIA STATE COLLEGE.

At a meeting of the State Agricultural Society of Pennsylvania, held at Harrisburg, in January, 1853, measures were adopted for the establishment of an agricultural school. As a result of these measures the Farmers' High School was incorporated by an act approved April 13, 1854. In July of the following year¹ the executive committee of the State Society donated the sum of ten thousand dollars, and two hundred acres of land in Centre County, to the school. Centre County also gave ten thousand dollars for the purchase of two hundred acres of land joining the site, for the benefit of the school.²

Private donations followed, and in the year 1857 the Legislature granted the sum of fifty thousand dollars for the support of the school, on condition that a like sum be obtained by private donation. In 1859 the school was formally opened, there being in this year one hundred and twenty-three pupils in attendance. By reason of this successful showing the Legislature was prevailed upon to appropriate an additional fifty thousand dollars in the year 1861. The following year the name of the school was changed to that of "Agricultural College of Pennsylvania."³

Subsequently the college received the United States grant of seven hundred and eighty thousand acres of land, and the scrip yielded from sale the sum of \$439,186.80.⁴ Of this sum, \$43,886.50 were used to purchase an experimental farm and the remainder was placed to the credit of the college, as a permanent endowment. The latter sum had increased by investment to the amount of \$410,290.50 in 1872, when the Legislature raised the endowment fund, by a special act, to an even half-million.⁵ The name of the college was changed again, in 1874, to "Pennsylvania State College." Subsequently the Legislature granted to the college, at different times, the total amount of \$154,285.⁶ The entire amount granted is as follows:

From the Legislature to Farmers' High School.....	\$100,000.00
From the Legislature to State College	274,609.00
From United States land scrip.....	451,187.00
From other sources	164,285.00
Estimated value of property (1885) ⁷	451,615.17

¹ Report of the Commissioner of Education for 1868, 259.

² *Ibid.*, 260.

³ Laws of 1861.

⁴ Wickersham, 434.

⁵ Laws of 1872, 39.

⁶ Wickersham, 434.

⁷ *Ibid.*

SUMMARY OF GRANTS.

State appropriations to the—	
University of Pennsylvania, about.....	\$287,967
Colleges, academies, and seminaries	427,071
State College.....	374,609
Total grants.....	1,088,947

NEW JERSEY.

ATTITUDE OF THE STATE.

In New Jersey, as in Delaware, education was, in early times, closely connected with religion. "The school-house was the general attendant of the place of worship." The basis for a settled school-fund was laid in 1683 by setting apart for educational purposes the proceeds of the sale or lease of a valuable island in the Delaware. In 1693 the General Assembly of East New Jersey passed an "Act for the establishment of school-masters in the province;" the election of three school commissioners in each town was authorized and compulsory taxation provided for.¹

Higher education was first made possible by the establishment of the College of New Jersey in 1746. While the attitude of the colony and the State toward this institution has been friendly, aid has been granted only in the form of a liberal charter, amended from time to time on the petition of the trustees. "The Legislature of New Jersey never contributed any funds for sustaining its oldest college."²

New Jersey's share in the land granted for agricultural colleges (forty thousand acres) was accepted by an act of March 21, 1863,³ and in the following year the proceeds of the sales of scrip were granted to the scientific department of Rutgers College.⁴ The annual income from this source is \$6,960.⁵

New Jersey's position, with reference to higher education, has been passive, though not unfriendly.

DELAWARE.

EARLY EDUCATION.

The first settlement in Delaware was made by the Swedes in 1638. In Sweden, at this time, the elements of learning were probably more widely diffused than in any other country of Europe, and it is not surprising to meet with provisions for education in the early documents

¹ Raum: History of New Jersey, II, 285. Report of the United States Commissioner of Education for 1876, 262.

² Maclean: History of the College of New Jersey, I, 67.

³ Laws of 1863, 441.

⁴ Laws of 1864, 650. Report of the Commissioner of Education for 1867-68, 187.

⁵ Reports of Rutgers Scientific School.

relating to the colony. Thus, in 1640, in the grant to Henry Hockhammer and others to establish a settlement in New Sweden, we find that "the patrons of this colony shall be obliged to support, at all times, as many ministers and school-masters as the number of inhabitants shall seem to require, and to choose, moreover, for this purpose, persons who have at heart the conversion of the pagan inhabitants to Christianity."¹ Similar directions are contained in the instructions to Governor Printz in 1642.²

After the colony passed into the hands of the Dutch, in 1655, provisions for education continued to be made. In the conditions offered by the city of Amsterdam to settlers in its colony at Newcastle, 1656, we read: "Said city shall cause to be erected," a house for public worship, "also house for a school. * * * The city shall provisionally provide and pay the salary of a minister and school-master."³ We have no evidence, however, that the school was built. Indeed, "there is no record showing the existence of a school-house in the colonies on the Delaware up to the year 1682."⁴ This does not mean that there was no education; the churches served as school-houses and the clergymen as teachers, as was frequently the case in Europe at that time.⁵ Much instruction was also given at home, as the scattered character of the settlements made necessary. There also seem to have been school-masters, for we find Andreas Hudde applying to the director-general and council for appointment as school-master in 1654,⁶ and in 1663 the inhabitants of Tinnekonk desired to engage Abelius Zetscoven for a similar service, but those of New Amstel would not dismiss him.⁷

For sometime after the English gained control of the colony the Swedes on the Delaware maintained schools of their own, in which Swedish teachers were employed and the Swedish language taught, but in the eighteenth century these schools quietly disappeared.⁸ The preamble of an act of the Assembly in 1744 is interesting, as showing the continuance of the close connection of religion with education. It reads thus: "Whereas, Sundry Religious Societies of People within this Government * * * have * * * purchased small Pieces of Land within this Government, and thereon have erected Churches and other Houses of religious Worship, School-Houses."⁹ The educational condition of Delaware, or the Territories, as it was then called, in 1758 is thus described by a contemporary writer: "In almost every ridge of

¹ Hazard: Annals of Pennsylvania, 53.

² Narrative and Critical History of America, IV, 453.

³ New York Colonial Documents, I, 620.

⁴ *Ibid.*, 11.

⁵ *Ibid.*, 15.

⁶ Hazard, 173.

⁷ *Ibid.*, 353.

⁸ *Ibid.*, 79.

⁹ Laws of the Government of New Castle, Kent, and Sussex upon Delaware: Wilmington, 1763, I, 272. The act confirmed the titles of the religious bodies to the lands.

woods there is a school-house. * * * None, whether boys or girls, are now growing up who cannot read English, write, and cipher."¹

So far education and religion had gone hand in hand. In 1796 the Legislature directed that the receipts from marriage and tavern licenses between February 9, 1796, and January 1, 1806, should be set aside to establish schools for the purpose of giving the inhabitants a good English education. It was distinctly provided that the same should "not be applied to the erecting or supporting any academy, college, or university in the State."² With one exception this is the first instance of State aid to education in Delaware.

The exception referred to was the grant of a lot of land in New Castle in 1772 for the support of a school. The land was vested in trustees for the use of a school, with directions that a school house or houses be built thereon.³

DELAWARE COLLEGE.

We find the germ of Delaware College in an act of 1818, which permitted a lottery for the purpose of raising fifty thousand dollars to establish a college at Newark.⁴ In 1821 the college was granted the proceeds of certain taxes on stage lines and on steam-boats plying between Philadelphia and points on the Delaware. The tax on stage lines was to be eight per cent. on all fares received from persons over fourteen years of age, and four per cent. from those between four and fourteen. Each steam-boat was to pay twenty-five cents for each passenger over fourteen, and twelve-and-a-half cents for every one between four and fourteen.⁵ This act was repealed the next year.⁶ In 1824 it was ordered that the money raised by the above methods should be invested in some productive stock, and that this stock, the dividends on it, and further donations should form the "College Fund."⁷ In 1833 Newark College was incorporated. The money for its erection and maintenance was to be supplied by the "College Fund."⁸ In 1835 another lottery was authorized to raise fifty thousand dollars for the college.⁹

By the act of Congress granting land for agricultural colleges, Delaware received ninety thousand acres. The grant was accepted in 1867, and it was directed that the proceeds of the sales of land scrip should

¹ Acrelius: History of New Sweden, translated by Wm. M. Reynolds, D. D., as Vol. XI of the Memoirs of the Historical Society of Pennsylvania, pp. 351, 352.

² Laws of Delaware, I, 1296. Report of the Commissioner of Education for 1876, 55.

³ Laws of New Castle, Kent, and Sussex, II, 268.

⁴ Laws, V, 278. A lottery had been authorized in 1811 to raise ten thousand dollars for the use of the college of Wilmington (Laws, IV, 465), and similar instances occur in the case of academies.

⁵ Laws, VI, 61.

⁶ *Ibid.*, 265.

⁷ *Ibid.*, 380.

⁸ *Ibid.*, VIII, 249.

⁹ *Ibid.*, 355.

be invested in bonds for the benefit of Delaware College at Newark, which was adopted as the State college in the same year.¹ In 1873 the State granted the college three thousand dollars a year for the next two years.² Four years later the agricultural college bonds were cancelled, and certificates of permanent indebtedness issued, bearing interest at six per cent.³

We thus find Delaware giving financial aid to Newark College through a long period, adopting it as Delaware College in 1867, and maintaining it to-day as a State institution. From the nature of the assistance given, no money estimate of it can be made.

¹ Laws, XIII, 127. Report of the Commissioner of Education for 1867, 143; same for 1880, 50.

² *Ibid.*, XIV, 374.

³ *Ibid.*, XV, 437.

CHAPTER V.

STATE EDUCATION IN THE SOUTHERN STATES OF THE ATLANTIC COAST.

The similarity of views entertained and expressed by the people of the different colonies on the subject of education is, in itself, sufficient evidence that they were capable of being united into a great nation.

The people of the colonial period did not all approach the subject in the same way nor attempt to solve the problem of schools alike, but in the variety that characterized their actions there existed a common sentiment favoring universal education for a free and sovereign people. Freedom meant then, as now, something more than release from despotism and the shackles of human bondage. It meant an emancipated mind, a cultivated nature, an enlightened understanding. Let that educational pessimist who now sits down discouraged at the outlook, in this age of colleges, libraries, and apparatus, surrounded by the wealth of old and flourishing communities, and in the presence of thousands of young men and women who are capable, willing, and able to receive the highest culture, consider the high resolves of the early communities, the self-denials, the grinding poverty, the thirst for knowledge in behalf of the rising generation, and the use of every opportunity for the upbuilding of the State and people, and he will be strengthened in educational faith and in hope for the future.

Let him consider the attempts of rude settlements to plant institutions of learning in the wilderness, or in sparsely settled communities, and he will never look with contempt upon small beginnings nor sneer at half-equipped colleges.

In the group of States to be considered in this chapter, the idea of independent State action in education reached its maximum among the original Commonwealths of the nation. Virginia, though not the foremost to declare for this principle, sounded the clearest note and attained the highest results. The royal charter, the early schools, the founding of William and Mary College were indeed for humanity and the Gospel. The Assembly very early gave its support to these ends, but the University of Virginia was for the people and the State. It was a State university, created by the State, controlled by the State, and supported by the State. It represented a people's higher education. Not only did the University of Virginia tend to strengthen administration and

the sovereignty of the people within the borders of the State, but scores of young men went out from the halls of that venerable institution into fields of culture in other States. The University of Virginia was a beacon light of letters to the whole South, and in some respects an example and model for institutions at the North. Its purpose was to strengthen "government for the people, of the people, and by the people," through the training of its own sons to self-government.

The people of Maryland very early taxed themselves in various ways on exports and imports, directly and indirectly, for the support of schools. Though independent State action was not so clearly developed as in the case of Virginia, there nevertheless existed a grand conception of a State system of education in colonial Maryland, however imperfectly realized.

The Carolinas afford striking examples of early struggles for educational enlightenment. No sooner did the sovereign consciousness of these free, independent, and responsible Commonwealths awaken than the people began to vote for the higher education. North Carolina was the second State in the Union to declare boldly in her Constitution for a State university. South Carolina fostered and aided colonial schools, and finally declared for a State college which afterward developed into a university. In the support of State institutions the Carolinas have been zealous and constant.

In Georgia, separate and isolated communities established schools of higher learning. Academies are coeval with the organization of counties. In the first Constitution (1777) it was declared that county schools should be supported by the State, and six years thereafter the Legislature gave to each county one thousand acres of land for the support of these schools. But what is more remarkable, three years before the enactment of the famous Ordinance of 1787, the Legislature of Georgia granted forty thousand acres for founding a university.

Florida, too, after emerging from the influences of Spanish domination, readily accepted the principles of State education.

Far short of the ideals of Southern statesmen have fallen the results of wise and generous provisions for education. But if failures have at times occurred, they may be attributed to the economic and social conditions of the country and of the communities, rather than to any lack of enthusiasm or desire to work for the highest good of the people. The leaders of every State in the Union have been mindful of the advantages of education in the acquisition and maintenance of civil liberty.

But let the records of the South tell their own story of this desire for knowledge, and for the support of church and State, in concise but convincing terms. There is no more convincing testimony than the financial history of southern education. Indeed, this kind of evidence is the special object of this entire monograph. The facts gathered from many and varied sources may seem hard and cold; but to a student

of educational history there is no chapter so eloquent and so stimulating as the story of money appropriations for sound learning, whether by private philanthropy or by a poor but patriotic people.

 VIRGINIA.

ATTEMPTS TO FOUND A UNIVERSITY.

To the Virginia colony belongs the honor of making the first organized attempt to found a college in America. Very early in the history of the colony plans were discussed for the establishment of a school of learning of high order, but the first decided movements were made in 1619. The King favored the project, and "had formerly issued his letters to the several bishops of the kingdom for collecting money to erect and build a college in Virginia for the training up and educating infidel children in the true knowledge of God, and accordingly there had been already paid near fifteen hundred pounds towards it and more was expected to come."¹

Sir Edwin Sandys, president and treasurer of the Virginia Company, had received from an unknown hand the sum of five hundred pounds sterling, to be applied by the company to educate a certain number of Indian youths in the English language and the Christian religion, and to bring them up to some trade, until twenty-one years of age, when they were to enjoy the same privileges and liberties as the native English in Virginia.

Sir Edwin Sandys was an enthusiast on all subjects that pertained to the well-being of the colonists, and he was especially devoted to the cause of education. At the General Quarter Court of the company he expressed the sentiment which has since been the foundation principle of all our public education. "He reminded them that the maintenance of the public in all states was of no less importance even for the benefits of private men than the root and body of a tree are to its particular branches."²

By Sir Edwin's motion a grant of ten thousand acres was made for the benefit of the university, and this land was laid off and surveyed at Henrico, on the James River, below the site of Richmond. One thousand acres of this grant were to be devoted to the education of Indians, and the remainder was to lay the foundation of a seminary of learning for the English. The land was to be leased to "tenants at halves," and the rents arising therefrom were to be applied to the support of the university. Fifty men were to be sent out as tenants in 1619, and fifty more the following year. As the average wages of one man were estimated at ten pounds per annum, it was thought that an annual revenue

¹ Stith : History of Virginia, 162.

² Stith, 163.

of five hundred pounds thus derived would furnish ample support for the school.

In the spring of 1620 Mr. George Thorpe was sent over as the Company's deputy and as superintendent of the college, and three hundred acres of land were granted for his support. The sum realized from the collection by the bishops amounted to fifteen hundred pounds, and other donations increased this considerably; among the latter was a bequest of three hundred pounds from an unknown person for the conversion of Indian children.

To show the faith of individuals in the immediate realization of a working university, it may be related that an anonymous friend donated "a communion cup with a cover and a case, a trencher plate for the bread, a carpet of crimson velvet, and a damask table-cloth for the use of the college." "Thus," says Adams, "by the combined authority of church and State, was anticipated by more than two centuries the endowment of such institutions as are now represented by the Hampton School and by the University of Virginia."¹

But the terrible Indian massacre of 1622 thwarted these early plans for education, and no immediate fruits were realized, "beyond the subscription of one hundred and fifty pounds, in 1621, for a preparatory or collegiate school at Charles City, and the appropriation of one thousand acres of land, with five servants and an overseer to improve the same."²

In 1624, through the advocacy of Mr. Edward Palmer, the idea of a university was revived, and an island in the Susquehanna River was granted for the "Foundinge and maintenance of a university, and such schools in Virginia as shall there be erected, and shall be called *Academia Virginiensis et Oxoniensis*."³ Owing to the death of Mr. Palmer the movement failed, and for many years plans concerning a university were held in abeyance. Indeed, when we consider the condition of the country, in its undeveloped state, with a sparsely settled farming community, an unsubdued soil, and a feeble government, we must wonder that such institutions were so early proposed. And upon further consideration of the conditions necessary to the growth of a university, such as time for development of a people, government, wealth, and the cultivation of public sentiment in favor of higher education; when we consider these things, it does not seem strange that the university ideal was nearly two centuries in process of realization. Something more than money and books and teachers is required to make a successful university. Its very existence requires an advanced state of society. It is nourished by ideas which are themselves developed only in growing communities, and under social conditions which render university

¹ Dr. H. B. Adams: *The College of William and Mary; contributions to American Educational History*, No. 1.

² *The College of William and Mary*, 11.

³ Neill: *Virginia Vestuta*, 183 (quoted by Professor Adams, 12).

maintenance desirable. Besides all this, there was for many years an uncertainty in the life of the Virginia colony which was not so apparent in the compact, clearly-defined New England colonies, that always knew what they wanted and labored for a definite object.

PROVISIONS OF THE ASSEMBLY.

The second movement toward a system of education in Virginia was inaugurated by the Colonial Assembly in 1660, and although, in a measure, a revival of the first, it was characterized by different motives. In the former the kind patrons of the colony, with a financial interest in its welfare and with the disinterested benevolence of their church, attempted to superimpose a system of education made to order and wholly unsuited to the needs of the new colony. But in the latter case it was the movement of conscious self-development; it was advocated by practical men who had children to educate. It represented a young State looking toward the necessary shaping of its own growth.

In 1660 the Colonial Assembly of Virginia passed an act providing "that for the advance of learning, education of youth, supply of the ministry, and promotion of piety, there be land taken upon purchases for a college and free school, and that there be, with as much speed as may be convenient, housing erected thereon for entertainment of students and scholars."¹

Here, as elsewhere in the colonies, private donations and public grants went hand in hand. It was likewise ordered in the same year that the commissioners of the various county courts be authorized to take subscriptions on court days, and that they send orders to the vestrymen of all the parishes to raise money from the inhabitants for the support of the college. The Governor, members of the Council of State, and of the House of Burgesses subscribed liberally in the currency of the day to aid the new enterprise. The people also petitioned the Governor, Sir William Berkeley, that the King issue letters patent authorizing collections in England for the support of colleges and schools in Virginia.²

But still the "free" or Latin schools were delayed, partly because there was lack of determination on the part of the majority of the people to have them, but more especially on account of the absence of towns and thickly settled communities. The decidedly rural life and the necessary independence of each plantation which must furnish its own tutors, naturally led to habits not easily changed.

There was little common sentiment, and institutions of learning are the result of well-directed public opinion. Here we must again admit the superior local advantage of the New Englanders in their compact communes, who could quickly determine and execute their plans.

¹ Statutes of Virginia, II, Hening, 25.

² H. B. Adams, 13.

FOUNDING OF WILLIAM AND MARY COLLEGE.

The natural outgrowth of the attempt to found free schools in Virginia was the later establishment of William and Mary College. The first substantial action toward the founding of this college was taken in 1688-89, when a few persons in England subscribed the liberal sum of twenty-five hundred pounds as an endowment for higher education in Virginia. It was not, however, until 1691 that the Colonial Assembly sent the Rev. James Blair back to England to secure a charter for the proposed college. The Government granted the request for a charter, and agreed to give two thousand pounds from the aggregate of the quitrents of Virginia for building purposes.

In the charter of 1693 the English Government contributed not only the two thousand pounds from the quitrents, but also the same amount in money, and twenty thousand acres of land, as well as a tax of one penny on every pound of tobacco exported from Virginia and Maryland, and all profits arising from the office of surveyor-general, which profits were to be under the control of the president and faculty of the college.¹

GRANTS BY THE GENERAL ASSEMBLY.

The Virginia House of Burgesses, by wise laws and by acts of endowment, preserved, protected, and enlarged the royal endowment of William and Mary. Its first act for the support of the college was passed in 1693, and provided that certain "duties, customs and imposts for the following goods, wares and merchandise which shall be caryed out of this their Majestie's domain,"² shall be levied for a permanent support of the college. The articles enumerated in this act were chiefly skins and furs. This was followed by an act in 1718 which authorized the payment of one thousand pounds out of the fund then in the hands of the treasurer, Colonel Beverly, to William and Mary College for the benefit of the scholars of the colony.³

It was ordered by the General Assembly in May, 1726, "that the sum of two hundred pounds per annum out of the said duty of one penny upon every gallon of wine, rum, brandy, and other distilled spirits * * * is appropriated for the relief of the college."⁴

In August, 1734, it was enacted that "the duty of one penny for every pound of tobacco exported into North Carolina from Virginia" should be given to the college."⁵ At the same time the duty of one penny per gallon on all liquors imported was granted permanently to this college.⁶

Having done all that seemingly lay within their power by way of taxation for the benefit of the college, the General Assembly voted that the president, masters, scholars, and students of the institution should be

¹ H. B. Adams, 15.

² Hening's Statutes, Chap. 123, 4-5.

³ *Ibid.*, IV, 74.

⁴ *Ibid.*, IV, Chap. 20, 148.

⁵ *Ibid.*, IV, 429.

⁶ Hening, IV, 432.

free from "paying any public, county, or parish levies forever."¹ It was provided in 1759 by the General Assembly of Virginia that every license granted to peddlers should pay twenty shillings to the Governor, twenty shillings to the granter of the license, and three pounds to the college of William and Mary.² Soon after this the college was granted the right to choose one representative to the General Assembly. Three scholarships were also granted by the House of Burgesses for the pecuniary aid of students.

By the charter of 1693 all fees arising from the surveyor's office passed under the control of the college, as well as the entire management of the public lands and surveys, but after the close of the Revolution only one-sixth of said fees were granted to the college,³ which was also limited in its control of surveys. In 1819 the law was repealed which allowed the college one-sixth of the public surveyor's fees.⁴

The land grants to William and Mary were not very extensive. The avails of eight thousand acres of land granted in Kentucky County, being escheated lands, were set apart for a public school or seminary of learning, but this afterward came under the control of William and Mary College.⁵

In 1784 it was enacted that "lands commonly called 'palace lands,' and all the property in Williamsburg and the county of James City, shall be given to the president and visitors of William and Mary for the benefit of the university forever."⁶

William and Mary College was established by royal endowment granted through a petition of the General Assembly, desiring "that the church of Virginia may be furnished with a seminary of ministers of the Gospel, and that the youth may be piously educated in good letters and manners, and that the Christian faith may be propagated among the western Indians to the glory of Almighty God." The charter provided for a board of trustees with the power of election of their own members, and with power to appoint a rector and a chancellor for the college.

The General Assembly felt it to be the duty of the public to aid the college in every possible way. Although not a State institution, William and Mary College for more than a century was Virginia's chief educational and literary centre, and has always been treated as a public trust. By means of the State's timely aid, and by generous donations, the annual revenues of the college were increased to the amount of two thousand three hundred pounds at the outbreak of the Revolution; but at the close of that war this income had been greatly reduced.

Professor H. B. Adams, in his History of William and Mary, gives the following as the chief causes of its decline: "(1) The depreciation of paper money, which wasted its income from endowments and scholar-

¹ Hening, IV, Chap. 75, 433.

² *Ibid.*, XI, 310.

³ Hening, X, 238.

⁴ *Ibid.*, VII, 285.

⁵ Code of Virginia, 1873, 710.

⁶ *Ibid.*, XI, 406.

ships; (2) the diversion of English endowment funds, notably the Boyle trust, into English channels; the abolition of the tobacco tax once levied upon Maryland and Virginia in the interest of the college; (4) the cession to the United States of Virginia's claims to Western lands."¹ But perhaps the greatest loss was, as Professor Adams says, the transference of the capital of Virginia from Williamsburg to Richmond.

From a report of the Committee on Schools and Colleges given to the General Assembly in 1825, it appears that the moneyed capital of William and Mary amounted at that time to \$132,161.69. This was exclusive of 5,025 acres of land in King William County valued at \$17,587, and 1,582 acres in Sussex valued at \$5,537, which made the total value of available funds, exclusive of library buildings and apparatus, \$155,285.69.

In 1779 a bill was reported by the Committee on Education amending the constitution of William and Mary, but it was never passed, owing to the prevailing sentiment that the College of William and Mary was a private corporation and under the control of the Episcopal Church.

Details regarding the subsequent history of old William and Mary College may be found in Dr. Adams's monograph. We are here concerned merely with its financial history.

During the year 1888 the venerable college, which had suspended after our Civil War for lack of funds, was re-instated by the State of Virginia. The Legislature appropriated ten thousand dollars for the immediate relief of the institution. The academic year 1889-90 opened with 173 students.

NEW EDUCATIONAL MOVEMENT.

A new educational movement, which began in Virginia in 1776, received fresh impetus after the close of the Revolution, and reached practical results in the early part of the present century. As is well known, Thomas Jefferson was the leading spirit in this great movement. To him Virginia owes much that is superior in her educational system. To his careful, studious, far-seeing policy must be accredited the permanent foundation by the State of university education in the Old Dominion.

A committee was appointed by the General Assembly in 1776 to make a general revision of the State laws, and Mr. Jefferson, who was a member of said committee, proposed a general system of education for the whole State. He included primary schools, grammar schools, and a university. The measure was not passed, but in 1796 the part relating to primary schools became a law. In acting upon the bill, the Assembly left it to each county court to decide when the act should take effect within the limits of its jurisdiction,² and this provision defeated the

¹ The College of William and Mary, 57.

² Laws of Virginia, 1796.

operation of the bill. "The justices," says Jefferson, "being generally of the more wealthy class, were not willing to incur the burden, and I believe it was not suffered to commence in a single county."

Mr. Jefferson continued untiring in his efforts to advance public education; in a letter of November 28, 1820, to Hon. Joseph Cabell, he says:¹ "Surely Governor Clinton's display of the gigantic efforts of New York toward the education of her citizens will stimulate the pride as well as the patriotism of our Legislature to look to the reputation and safety of our own country, to rescue it from the degradation of becoming the Barbary of the Union and of falling into the ranks of our negroes. To that condition it is fast sinking. We shall be in the hands of other States what our indigenious predecessors were when invaded by the science and art of Europe. The mass of education in Virginia before the Revolution placed her with the foremost of her sister colonies. What is her education now? Where is it? The little we have we import, like beggars, from other States; or import their beggars to bestow upon us their miserable crumbs."

Such was the opinion of the great Virginian, who felt deeply the needs of his people, and advocated the education by the State of all classes of society according to their needs. While the people of Virginia believed that intelligence was the only sure foundation of republican institutions, they did not fully realize the duties and responsibilities of the State concerning education.

During the session of the Assembly of 1816-17, a bill, was presented for a complete system of education, and passed the House of Delegates, but failed in the Senate. The proposed system provided for primary schools, with three visitors, in each county; nine collegiate districts, with a college in each district, partly supported by the Literary Fund and a complete university at the head of the system.²

THE LITERARY FUND.

In the year 1809, it was ordered during the session of the House of Delegates that a bill be reported authorizing the "appropriation of certain escheats, penalties, and forfeitures to the encouragement of learning." The bill was accordingly reported and passed on January 19, 1810, and became the foundation of the Literary Fund of Virginia. In 1816 this fund was materially increased by the appropriation to it of all the public debt due from the United States Government, with the exception of a reserve of six hundred thousand dollars.

ALBEMARLE ACADEMY AND CENTRAL COLLEGE.

Albemarle Academy was the germ of the University of Virginia. Efforts were put forth, chiefly through the influence of Mr. Jefferson,

¹ Jefferson and Cabell, University of Virginia, 184.

² *Ibid.*, 413.

as early as 1783, to establish a grammar school in Albemarle County; but it was not until the year 1803 that a charter was granted the school under the title of Albemarle Academy, which was to receive support by means of subscriptions and lotteries authorized by the State.

It seems, however, that no efficient action was taken in the matter until 1814, when Mr. Jefferson was elected one of the trustees. Plans were then made for raising funds and for locating the institution. It was decided to raise money by subscriptions and by a lottery. The report of a committee favoring the town of Charlottesville as the most advisable place for the academy was adopted.

Subscriptions for the new enterprise flowed in so rapidly that it was determined to enlarge the academy and form a college. Accordingly, in 1815, the trustees petitioned the Assembly (1) for a dividend from the Literary Fund; (2) for a grant of the proceeds of the sale of two glebes in the parishes of St. Ann and Fredericksville; and (3) for a change of name to Central College, with enlarged powers and provisions.¹

The General Assembly granted the petition in part,² and by proper enactment established Central College, with the Governor of the Commonwealth as patron with power to appoint the visitors of the college. The proper officers were authorized to demand and receive the glebe lands referred to in the petition, and all the property and powers granted to the academy were merged into the Central College. But the institution which had grown from Albemarle Academy into Central College was destined to take still another forward step before its doors were opened to students; it must develop into the University of Virginia.

THE UNIVERSITY OF VIRGINIA.

In 1816 the Legislature of Virginia authorized the president and directors of the Literary Fund to report a plan for a university at the next session of the Assembly. The committee made a full report as requested, but nothing was accomplished beyond bringing the subject of education prominently before the people.

At the legislative session of 1817-18 that part of the bill relating to a university and the education of the poor was passed. "After a long and patient discussion and investigation, it was decided not to interfere with education, except in the points where it could not be safely left to individual enterprise, viz, in the case of persons too poor to pay for it themselves, and in that where the expense and magnitude of the subject defied individual enterprise, as in case of a university."³ By the act creating the university a body of commissioners was called from all the senatorial districts of the State to recommend a plan and a site for the university.

In the bill authorizing the establishment of the university, it was pro-

¹ University of Virginia, Jefferson and Cabell, 390. .

² The glebe lands were granted and the name changed.

³ Jefferson and Cabell Correspondence, 33.

vided that the sum of forty-five thousand dollars per annum should be given for the education of the poor, and fifteen thousand dollars to the university. The commissioners having reported in favor of Central College as the most convenient place in Albemarle County, the Legislature decided, after much discussion, to locate the university at Charlottesville, and to assume the property and site of Central College. The commissioners embodied in their report an exhaustive plan for a university, chiefly from the pen of Thomas Jefferson.

The University of Virginia was a State institution whose visitors were required to report to the president and directors of the Literary Fund, and they directly to the Legislature. As the president and directors were directly amenable to the Legislature, this was simply an indirect way of reporting to that body. A law was subsequently passed compelling the rectors and visitors to be at all times subject to the General Assembly and to report to the same.¹

In 1823 the Legislature passed an act appropriating the sum of fifty thousand dollars to procure a library and apparatus for this institution, to be paid out of the first funds that might be realized from the General Government in further discharge of the debt still due the Commonwealth. In order to furnish the university buildings, the Legislature voted the sum of thirty-two thousand dollars, to be paid out of moneys recently received from the United States Government on account of interest on advances made to the Government, during the war, by the State of Virginia.

To advance still further the higher educational interests in the State, provision was subsequently made that when the annual income of the literary fund should exceed sixty thousand dollars, all over and above that sum should be given for the endowment of such colleges, academies, and intermediate schools as should be determined by the Assembly, provided the amount appropriated did not exceed twenty thousand dollars. For many years—indeed, down to the Civil War—the Legislature of Virginia continued its annual appropriation of fifteen thousand dollars to the university.

RECENT APPROPRIATIONS.

The Legislature of Virginia passed an act February 23, 1866, granting the sum of fifteen thousand dollars annually to the University of Virginia, and directed that the same should be credited on account of interest due by the Commonwealth on its bonds held by the Literary Fund.²

An act approved February 26, 1876, increased the annuity paid out of the public treasury to the university to the amount of thirty thousand dollars, and prescribed as a condition of the grant that free tuition in the academic branches should be given to all white stu-

¹Code of Virginia, 1887, sec. 1541.

²Acts of the Assembly, 1865-66, chap. 108.

dents, over eighteen years of age, who had fulfilled the requirements for admission. Out of this fund there was first to be paid the interest on the university debt and the amount necessary for repairs. There was also to be established a sinking fund of one thousand dollars per annum, to be taken from the said annuity.¹

In the reorganization after the War, the Legislature, in order to assist struggling institutions, passed an act exempting from taxation all property belonging to incorporated colleges, free schools, and academies used for college or school purposes, and all property belonging to the University of Virginia and the Virginia Military Institute.²

On the 25th of March, 1875, the board of visitors was given authority to consolidate all the debts of the university and issue bonds covering the whole amount, and thus cancel the outstanding obligations with the new bonds.³

Very little was done for the university besides paying the regular annuity until the session of the Assembly in 1883-84.

An act was approved March 15, 1884, appropriating forty thousand dollars for the improvement of the grounds, the drainage, and the water supply.⁴ Prior to this act, however, the number of visitors had been fixed at nine, and they were to be appointed by the Governor, with the approval of the Senate.⁵

The last important act in favor of the university was approved March 15, 1884, amending the act of 1876 relating to the annuity, as follows: "There shall be paid annually out of the public treasury forty thousand dollars⁶ for the support of the University of Virginia, which shall be paid out of any money in the treasury not otherwise appropriated." In consideration of this grant, all white youths over sixteen years of age were, if they desired it, to receive instruction in the academic branches; that is, in all branches exclusive of those of law and medicine. The students were to be admitted according to the prescribed rules of matriculation. Of the forty thousand dollars granted annually, seven thousand two hundred dollars were to be set apart for two objects: first, the payment of the interest of the university debt; and second, the formation of a sinking fund with the remainder. The debt at this time (1883-84) amounted to seventy-nine thousand dollars.

VIRGINIA MILITARY INSTITUTE.

This institution, although organized chiefly for military training, has given higher education to very many of the youth of Virginia. Owing to its connection with Washington and Lee University at Lexington,

¹Acts of the Assembly, 1875-76, chap. 102, p. 110.

²*Ibid.*, 1865-66, chap. 1, p. 6.

³*Ibid.*, 1875-76, chap. 234, p. 275.

⁴*Ibid.*, 1883-84, chap. 424, p. 544.

⁵Laws of Virginia, 1881-82, chap. 46, p. 370.

⁶Code of Virginia, 1887, chap. 68, sec. 1554.

the institute deserves to be ranked among the schools of advanced learning.

An act was passed by the Virginia Assembly, March 22, 1836,¹ authorizing the establishment of the institute, which was finally organized in 1839 as a State military and scientific school, similar in plan to the military school at West Point.

As the institute was located at Lexington, the Assembly enacted that "The board may enter into arrangements with the trustees of Washington College, by which the cadets at the military school and the students of the college may be respectively admitted to the advantages of instruction at either place."² The General Assembly voted that for the support of the institute, \$7,710 should be paid annually out of the public treasury, and \$1,500³ out of the surplus of the Literary Fund. Subsequently, in 1859, the sum of \$5,790 was appropriated for the support of the State cadets,⁴ and in consideration of this last mentioned grant the cadets were to teach two years in the schools of Virginia.⁵

The sum total of these annual appropriations was fifteen thousand dollars, and in 1869-70 the whole appropriation was consolidated, the code of 1873 providing that "there shall be given the sum of fifteen thousand dollars annually for the support of the school out of the public treasury."⁶

In addition to this general appropriation, special grants were made by the Assembly from time to time; thus, in 1848, the sum of twenty-five thousand dollars was to be applied from the Literary Fund to purchase chemical and philosophical apparatus for the teacher of natural science, and in the same act four thousand five hundred dollars were granted to build a house for an additional professor.⁷

An act of the Assembly, passed March 8, 1850, directed the payment of eleven thousand dollars annually for four years, for the purpose of building new barracks,⁸ but, after two years' appropriations had been paid, an act of May 29, 1852, repealed the law and provided for the payment of thirty thousand dollars in lieu thereof.⁹

Again, on March 31, 1858, the sum of twenty-five thousand dollars¹⁰ was voted for repairing the buildings and grounds of the institute, and in 1859-60 an additional grant of twenty thousand dollars¹¹ was

¹ Laws of Virginia, 1835-36, chap. 12, p. 12.

² *Ibid.*, chap. 20, p. 18.

³ Code of Virginia, 1873.

⁴ Laws of Virginia, 1859-60, Chap. 60, p. 103.

⁵ *Ibid.*, 1841-42, chap. 24, p. 21.

⁶ Code of 1873, chap. 31, p. 270.

⁷ Acts of the Assembly, 1847-48, p. 18.

⁸ *Ibid.*, 1849-50, p. 17.

⁹ *Ibid.*, 1852, chap. 34, p. 29.

¹⁰ *Ibid.*, 1857-58, chap. 162, p. 115.

¹¹ *Ibid.*, 1859-60, chap. 7, p. 103.

made, which was to be devoted to the support of the institute, ten thousand dollars to be paid in 1860 and ten thousand dollars in the year following. A bronze statue of Washington was placed in the campus of the Military Institute by the Assembly at a cost of ten thousand dollars.

HAMPDEN-SIDNEY COLLEGE.

Hampden-Sidney College was incorporated in May, 1783, although the institution had existed prior to this in the form of an academy, which was founded in 1775 and opened in 1776.¹ An act was passed by the Assembly in May, 1777, permitting Hampden-Sidney to raise funds by means of a lottery, to erect additional buildings. The academy had been founded by subscription in Prince Edward's County.²

The trustees were appointed *to hold successive power*; they were granted authority to make rules for governing themselves and the school, and to elect professors. "And that in order to preserve in the minds of the students that sacred love and attachment which they should ever bear to the principles of the present glorious revolution, the greatest care and caution shall be used in electing such professors and masters, to the end that no person shall be so elected unless the uniform tenor of his conduct manifest to the world his sincere affection for the liberty and independence of the United States of America."³

Hampden-Sidney received but little aid from the State. There is recorded but one land grant, that of 412 acres of escheated lands, formerly belonging to British subjects in America, or Tories, and located in Prince Edward's County. This grant was made to the college in May, 1784.⁴

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

This institution was first incorporated by the circuit court of the county of Elizabeth, on September 21, 1868, and afterward formally incorporated by the Legislature, June 4, 1870.

The purpose of the institution was to instruct youth "in the various common school, academic, and collegiate branches, the best method of teaching the same, and the best method of practical industry in its application to agriculture and the mechanic arts."⁵

The institute was established especially for the benefit of the colored citizens of the State of Virginia. It is under the control of five curators, of whom at least three are to be colored, and all are to be appointed by the Governor of the State. On condition that the institute receives the benefit of one-third of the Congressional grant, one hundred colored

¹ Campbell's History of Virginia, 677.

² Henning's Statutes, Vol. IX, chap. 22, p. 321.

³ *Ibid.*, Vol. XI, chap. 28, p. 274.

⁴ *Ibid.*, chap. 25, p. 392.

⁵ Acts of the Assembly, 1869-70, chap. 123, p. 166.

students are to have the advantage of free tuition, said students to be selected from the best schools in the State. For the fiscal year ending September 30, 1888, the State appropriated ten thousand dollars for buildings and ten thousand dollars for the support of the school.¹

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE

In 1870 the Board of Education of Virginia was empowered by the Legislature to sell the land scrip of the Congressional grant and invest the proceeds in State bonds for the support of one or more schools, in accordance with the provisions of the United States act of 1862.²

By an act of the Assembly approved March 19, 1872, the interest on the land-scrip fund was devoted, one-third to the Hampton Normal and Agricultural Institute, and two-thirds to the Preston and Olin Institute. The grant to the latter was made on the following conditions: (1) That the name of the institute be changed to the Virginia Agricultural and Mechanical College; (2) that all property belonging to the institute be transferred to the new corporation; (3) that the new college give free tuition to as many students as there are members of the House of Delegates, and (4) that Montgomery County contribute the sum of twenty thousand dollars for farm and buildings.³

These conditions were complied with, and the college was organized at Blacksburg, Montgomery County, in 1872. The number of visitors who were to have control of the college was fixed at eight, to be appointed by the Governor. This number was, however, changed to nine in 1878, and then reduced again to eight in 1880.

It seems that the State was tardy in making appropriations for the the new college, as there were other State institutions having prior claims. The first State appropriation was made in 1877, when the Legislature voted for repairs and improvements the sum of \$16,250, of which one-third was to be paid in July, 1877, one-third in January, 1878, and the remainder in July of the same year (1878).⁴

In March, 1878, an act was passed admitting to the college twice as many free students as there were members of the House of Delegates.⁵ For the fiscal year ending September 30, 1888, the Legislature appropriated twelve thousand dollars to the Agricultural College, ten thousand dollars for barracks, and two thousand dollars for repairs.⁶

¹ Letter from the Secretary of the State Board of Education.

² Acts of the Assembly, 1870-71, chap. 69, p. 48..

³ *Ibid.*, 1871-72, chap. 234, p. 312.

⁴ *Ibid.*, 1876-77, chap. 303, p. 304.

⁵ *Ibid.*, 1877-78, p. 238.

⁶ Letter from the Secretary of the State Board of Education.

SUMMARY OF GRANTS AND APPROPRIATIONS.

William and Mary College.

Royal grants:

1693—Quitrents and money	£4,000
1693—Tax on tobacco exported, one penny per pound.	
1693—All profits arising from fees in surveyor-general's office.	
1693—Twenty thousand acres of land.	

General Assembly grants:

1693—Tax on goods, wares, and merchandise imported.	
1718—Money appropriations (about \$3,333).....	£1,000
1726—Tax of one penny per gallon on imported wines, rum, etc., per annum	£200
1734—Tax of one penny per pound on tobacco exported into North Carolina from Virginia.	
1759—Tax on license to peddlers, on each £3.	
1784—Grant of "palace lands" in Williamsburg and James City.	
1888—Special money appropriation.....	\$10,000
Total, about	50,000

University of Virginia.

1816—Glebe lands donated to Albemarle College.	
1818-1876—\$15,000 per annum (except 1863-65).....	\$825,000
1876-1884—\$30,000 per annum.....	240,000
1884-1889—\$40,000 per annum.....	200,000
1884—For improvements on buildings, etc.....	40,000
1823—Special appropriation for library and apparatus.....	50,000
1823—Special appropriation for buildings.....	32,000
Total to University of Virginia	1,387,000

Virginia Military Institute.

1841-1859—Annual appropriations, \$9,100.....	\$177,900
1859-1889—Annual appropriations, \$15,000.....	450,000
1848-1860—Special appropriations.....	136,500
Total to Virginia Military Institute	764,400
Total State appropriations	2,101,400

Hampden-Sidney College.

1784—Land grant of 412 acres.

Hampton Normal and Agricultural Institute.

Total special appropriations.....	\$30,220
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Virginia Agricultural and Mechanical College.

Total special appropriations.....	96,133
Grand total	3,568,512

It is necessary to state that the money value of all of the early grants to the several schools cannot be determined with exactness, and if it were possible to make an exact estimate the result would be only comparative, as the value of money in early times was really many times greater than at present.

It is believed that the above statement carries with it the force of an historic estimate, as it shows fully the attitude of Virginia towards higher education, and to what extent the State lent her support to advanced learning.

The following extract from Mr. J. A. Megilary, Secretary of the Board of Education of the State of Virginia, shows what the State is doing at the present time for education :

I have to say that the following statement shows the appropriations made at the last session of the General Assembly for the support of the several State educational institutions named, for the fiscal year ending September 3, 1888 :

Deaf, dumb, and blind institution ¹	\$35,000
Medical College of Virginia (\$3,500 for repairs, etc., \$1,500 for support)	5,000
University of Virginia (\$5,000 for repairs, \$30,000 for support)	35,000
Virginia Normal and Collegiate Institute (\$10,000 for buildings, \$10,000 for support) ¹	20,000
State Female Normal School ¹	10,000
Virginia Agricultural and Mechanical College (repairs, \$2,000; barracks, \$10,000)	12,000
Virginia Military Institute	30,000

In addition to these appropriations the State pays interest on bonds of the State held by the several State educational institutions amounting to about fifty thousand dollars per annum; and to other than State educational institutions, interest on State bonds amounting to about forty thousand dollars per annum.

WEST VIRGINIA.

WEST VIRGINIA UNIVERSITY.

Public aid to higher education in West Virginia began with the Congressional land grant for agricultural colleges. In the act accepting this the Legislature provided that the proceeds of the land sales should be invested in bonds of the United States, bearing at least five per cent. interest, and directed that the college should be established within five years.²

In 1866 the trustees of Monongalia Academy tendered to the State all the property of the academy, estimated at fifty-one thousand dollars, on condition that the agricultural college should be located at or near Morgantown. To these terms the Legislature agreed, and a law was passed for the establishment of the college.³ In 1868 the name of the institution was changed from West Virginia Agricultural College to

¹ Not within the scope of this paper.

² Laws of 1863, 55.

³ Laws of 1867, 12. Report of the Commissioner of Education for 1867-68, 207.

West Virginia University.¹ In addition to the fund arising from the land sales, now about ninety thousand dollars,² ten thousand dollars were granted for an endowment in 1868, and an equal amount in 1871. Including the appropriation for 1887, twenty-one thousand dollars,³ the State has granted the university \$278,926.90.

As these figures indicate, the attitude of West Virginia toward the higher education has been favorable and her support liberal.

MARYLAND.

EARLY HISTORY.

There was a proposal in the Legislature of Maryland in the year 1671 to establish a school or college. A bill was framed and passed in the Upper House of the Assembly, entitled "An act for the founding and erecting of a school or college within this province for the education of youth in learning and virtue."⁴ The Lower House returned the bill to the Upper with certain amendments attached, which were not accepted by that body, and hence the bill never became a law.

Nothing more was done by Maryland for the next twenty years toward the establishment of schools within her borders. At the expiration of this time Governor Nichols prepared a plan for a free school (*i. e.*, a liberal or Latin school). He communicated his plan to the Assembly in his message of 1694. The proposed school was to be organized and controlled by the Legislature, but its financial support was to be derived from subscriptions. The Governor himself offered a liberal donation, and requested the members of the Assembly to give as they felt able. Thereupon, the members of the House of Burgesses subscribed forty-five thousand pounds of tobacco in behalf of the new enterprise.

In the same year (1694) the Assembly passed an act for the maintenance of free schools in the province by laying a tax on furs, beef, bacon, and other exports of the colony. From this time, for thirty years, nearly the entire support of the free schools was derived from the taxation of exports and imports.

A law was at this time also passed for the encouragement of learning, embodying in its sections provision for the support of schools, but it was repealed two years later, in 1696. At this date a petitionary act was passed by the General Assembly of Maryland, praying for the establishment of a free school or schools.⁵

¹ Laws, extra session of 1868, 71.

² Report of the Commissioner of Education for 1886-87, 670.

³ *Ibid.*, 661.

⁴ Archives of Maryland, edited by Dr. William Haud Browne.

⁵ Laws of 1696, chap. 17.

KING WILLIAM'S SCHOOL.

This act provided for the founding of a school at "Anne-Arundel town," or Severn, later Annapolis, to be called King William's school, and its purpose was the education of youth in "Latin, Greek, and writing." The school was to consist of one master, one usher, one writing teacher, and one hundred scholars. It was to be under the control of a board of trustees empowered to hold lands valued at fifteen hundred pounds sterling, and to hold gifts and other property in trust. These trustees were, moreover, authorized to raise one hundred and twenty pounds sterling annually for the payment of the master's salary and for other expenses.¹ The trustees were created a body politic, to comprise not less than eighteen nor more than twenty members, who had authority to make such laws and regulations as seemed necessary for the control of the school, provided they were in accordance with the laws governing the province.

The school was to be supported by donations, and as soon as these amounted to one hundred and twenty pounds in excess of what was required to support the school at Severn, a second one, similar to the first, was to be established at Oxford, a neighboring county seat. This was the foundation of the county school system of Maryland. The institution at Severn received but little encouragement, although some donations were made, the chief of which was the gift of a house and lot in the city of Annapolis from Governor Nichols in the year 1715.²

ESTABLISHMENT OF COUNTY SCHOOLS.

General dissatisfaction as to school management brought about a general educational reform and alteration of existing school laws in 1723. An act of the Assembly in this year provided for the establishment of at least one school in each county,³ and created a board of seven visitors for each school, who were to control the same. This board was further empowered to purchase for each county school one hundred acres of land, and this land was to be used partly for building-sites and partly for the support of the master. The funds on hand, as well as those obtained by taxation, were to be distributed equally among the twelve counties, later among the thirteen counties, and subsequently applied by the several boards of visitors to the direct needs of the schools.

The schools themselves were modelled after the plan of King William's School at Annapolis, and included the study of Latin and Greek in their course. The Assembly, by the same act,⁴ together with other acts,⁵ provided for the support of the free county schools. By these

¹ Laws of 1696, chap. 17, secs. 2 and 3.

⁴ *Ibid.*, chap. 11.

² Laws of 1715, chap. IV, sec. 2.

⁵ Laws of 1704, chap. 27; Laws of 1763, chap. 28.

³ Laws of 1723, chap. 19.

provisions of the Legislature the following duties were laid on exports: on dried beef or bacon, twelve pence per pound; on pork or beef undried, twelve pence per barrel. On imported goods, for sale by non-residents, were laid the following duties: pork per barrel, one shilling; pitch per barrel, one shilling; tar per barrel, six pence.

A tax of twenty shillings per poll was also levied on all negroes¹ imported by land or water, and on "all Irish² servants being papists;" and there was an additional tax on all negroes exported by land or water to the extent of forty shillings in currency per poll. The proceeds of all fines, licenses, forfeitures, and escheated estates also augmented the general school fund.

Notwithstanding this apparently well-established system the county schools did not flourish. In some counties their support was not sufficient, and in others they failed for lack of well-directed effort. Nevertheless they made a beginning, and laid the foundation for a better system.

A plan for founding a college at Annapolis to educate the youth of the province was presented in 1732 for the consideration of the Governor and General Assembly. Instruction in theology, medicine, and the higher branches was included in the scope of instruction, but, as the plan was not accepted, the proposed college was not founded.

FOUNDING OF WASHINGTON COLLEGE.

For nearly a hundred years the one system of education within Maryland's borders was that of the county schools, some of which furnished only moderate advantages. But in 1782 there was a change for the better; the visitors of Kent County, representing that their county school at Chestertown was in a flourishing condition, petitioned the Legislature for the enlargement of the school into a college. Accordingly the Assembly passed a law, at the session of 1782, founding a college at Chestertown to be known as Washington College.

This was the beginning of a new era in education, and led to a system which, if it had been thoroughly carried out, would have early given educational renown to the State of Maryland. The preamble of the act instituting Washington College begins as follows:

"Whereas, Institutions for the liberal education of youth in the principles of virtue, knowledge, and useful literature, are the highest benefit to society, in order to raise up and perpetuate a succession of able and honest men for discharging the various offices and duties of the community, both civil and religious, with usefulness and reputation, and such institutions of learning have accordingly merited and received the attention and encouragement of the wisest and best regulated states; and *whereas*, former Legislatures of this State have, according to their best abilities, laid a considerable foundation in this good work in sundry laws for the establishment and encouragement of county schools

¹ Laws of 1717, chap. 10.

² Laws of 1723, chap. 8.

for the study of Latin, Greek, and writing and the like, intending, as their future circumstances might permit, to engraft or raise on the foundation of said schools more extensive seminaries of learning by erecting one or more colleges or places of universal study, not only in the learned languages, but in philosophy, divinity, law, physic, and other useful and ornamental sciences, etc., etc."¹ Then follows an act of incorporation, creating a board of visitors or trustees, with the power to make rules for the government of the college, and the laws and regulations made by this body were furthermore to be laid before the Assembly for revision when the members so required.

The General Assembly was not only generous in founding the institution, but provided also for its future support. Large sums of money had been given by the citizens of the Eastern Shore toward this object, "and the Legislature having heretofore unanimously resolved that such exertions for the public good merited the approbation of the Legislature, and ought to receive the public encouragement and assistance," it was enacted by the General Assembly that one thousand two hundred and fifty pounds per annum should be paid from the public treasury for the support of Washington College. In order to raise this special fund, all the public receipts from the granting of marriage licenses, ordinary licenses, fines, licenses for the sale of spirituous liquors, licenses for hawkers, and fines for breaking the Sabbath were to be paid into the general fund for supporting the college.

ST. JOHN'S COLLEGE.

The founding of this college was similar to that of Washington College. The same reasons existed for its establishment, and like views concerning it were expressed by the legislators. It was urged that King William's School was insufficient to meet the demands for education at that time, and that the West Shore, as well as the Eastern Shore, was in great need of an institution of higher grade. The General Assembly granted a charter to St. John's College in 1784,² the act of the grant being almost identical with that of Washington College. The Legislature granted four acres for college grounds and buildings, and authorized a committee to take subscriptions for the institution.

As in the case of Washington College, the Legislature provided for the permanent support of this institution. This is an extract from the act: "And to provide a permanent fund for the further encouragement and establishment of said college on the Western Shore, *Be it enacted*, That the sum of £1,750 (\$4,666.66) current money be annually and forever hereafter given and granted as a donation by the public to the use of said college on the Western Shore, to be applied by the visitors and governors of the said college for the payment of salaries to the principal, professors and tutors of the said college."³

¹ Laws of 1782, Chap. VIII.

² Laws of 1784, chap. 37.

³ Laws of 1784, chap. 37, sec. 19.

Students of all denominations were admitted without any religious or civil test, nor were they compelled to attend religious worship. The institution was thus founded upon what men would now call extremely liberal principles.

In the same year that witnessed the founding of St. John's College, the Legislature took one step farther toward the realization of a great system of State education. They created the University of Maryland: the two colleges, Washington and St. John's, were united under one government, known as the University of Maryland. The Governor of the State was appointed chancellor, and the president of one of the colleges vice-chancellor of the University.¹ The visitors or governors of the two colleges, together with two members of each faculty, constituted the convocation of the University of Maryland. The convocation was to be called by the Governor of the State on Commencement Day, and was to be presided over by the chancellor. Thus was inaugurated a State policy of education which, had it been carried out, would have been of great service to the State of Maryland in early times, giving unity and strength to her educational system.

PUBLIC APPROPRIATIONS WITHDRAWN.

But the policy of dispersion of bounty which has been so detrimental to the interests of the State soon began. Had the original plan been carried out, Maryland might have had two efficient and well endowed colleges, and in every county one first-class academy; but, unfortunately, the best educational interests of the State have always been subordinated to local demands and county prejudices.

In 1794 five hundred pounds were withdrawn² from the amount "granted annually forever" to Washington College, and the income of said fund was henceforth devoted to the support of the following academies, called in the act, "seminaries of learning": (1) Washington Academy, Somerset County; (2) Charlotte Hall; (3) Frederick County School; (4) Talbot County Academy, not yet chartered; (5) an academy to be erected in Baltimore or Harford County. This was the historic origin of the academic donations still given in one form or another to the several counties by the State.

An act of 1805 destroyed for the time being the entire original plan for State aid to higher education. These are the fatal words: "The sum of seven hundred and fifty pounds now appropriated by law to Washington College, and the sum of seventeen hundred and fifty pounds appropriated by law as the annual donation to St. John's College, are, respectively, discontinued after June 1, 1805, and the said sum shall remain in the treasury subject to the appropriation of the Legislature to literary purposes and for disseminating learning in the different counties of the State."³ With the same act the University of Mary-

¹ Laws of 1874, chap. 37, sec. 19.

² Laws of 1798, chap. cvii.

³ Laws of 1805, chap. 85.

land ceased to exist, and with it all really generous State aid to colleges.

In 1811, six years after taking from St. John's College the endowment "granted annually forever" to that institution, the Legislature sought to make a meager restitution of the misappropriated funds by passing a resolution granting the sum of one thousand dollars to the college annually,¹ and in the year 1832 this annual grant was raised to three thousand dollars.² The Legislature also declared that this should be received by the said institution as full satisfaction for its claims on the State.

The court of appeals decided in 1859 that the action of the Legislature in regard to the endowment was a violation of contract, and that the institution could collect the sum due it from the State.³ The General Assembly added, in 1832, as *ex-officio* members of the board of visitors and governors, the Governor of the State, the President of the Senate, the Speaker of the House, and the Judges of the Court of Appeals.

St. John's College was suspended during the War of the Rebellion, but was reorganized in 1866, at which time the Legislature voted to restore the annuity of three thousand dollars,⁴ and to grant the sum of one thousand two hundred dollars annually for five years commencing with June, 1868. The latter provision was renewed in 1872⁵ for a term of six years, and again in 1878 it was extended to 1880. It was also provided in 1872 that the sum of ten thousand dollars per annum, for five years, should be devoted to the payment of the board of fifty students, two from each senatorial district. And in consideration of the above gifts there were granted one hundred and fifty free scholarships, which entitled the holders to tuition and room rent. Fifty of these students also received board on the condition that they pledged themselves to teach two years in the State after graduation. One very sensible appropriation at this time was that of five hundred dollars for the library.

In 1878 the number of students entitled to receive free board was twenty-five, one from each senatorial district, and the amount appropriated for this purpose was cut down to six thousand dollars for 1878-79, and was fixed at five thousand two hundred dollars for the following years.

The amount received in 1888 by St. John's from the State was the annual grant of three thousand dollars, together with the five thousand two hundred dollars granted for boarding the twenty-five pupils, one from each senatorial district.

THE COUNTY SCHOOLS.

The system of county schools and academies continued, and these institutions were still supported from the general funds. Many of them were favored by small land grants, while others were aided by means

¹ Laws of 1811, resolution No. 38.

⁴ Laws of 1866, chap. 101.

² Laws of 1832, resolution No. 41.

⁵ Laws of 1872, chap. 393.

³ XV Maryland, p. 330.

of lotteries¹ granted by the State. But in most cases the buildings and grounds were provided by local taxation, or by subscriptions and donations, and the support given by the State out of the public fund was very meager.

In 1817 it was ordered by the Legislature "that, for the income of the school fund of this State," fifty thousand dollars shall be raised annually, for five years, by means of lotteries if practicable. It seems that the enterprise proved impracticable, for no such sum as that contemplated was ever credited to the school fund.

Washington Academy, established in Somerset County in 1779, may be considered as a good example of the schools of that time. The act of incorporation begins, "*Whereas*, the inhabitants of Somerset County at their own expense have provided houses, lands, etc., *Be it enacted*," etc. The corporation was allowed to hold fifteen hundred acres of land by gift and five hundred additional by purchase; and, in 1802, the State granted a lottery to the academy to aid in furnishing the school.

In 1813 the Legislature enacted² that after 1815 the banks should be taxed one-fifth of one per cent. on all paid-up capital for the support of county schools, and the same be distributed to the counties.

For a time this fund³ yielded the sum of twenty thousand dollars annually, which was invested in bank stock. This was an important step toward a school system, inasmuch as it created a permanent fund.

In 1825 there was added to this fund the interest on the amount advanced to the General Government by Maryland during the War of 1812. The share of the surplus revenue received by Maryland in 1836, amounting to \$274,451, was deposited with the Educational Fund, and the interest of the sum used for the schools of the several counties and the city of Baltimore.

In 1839 the revenue arising from the Baltimore and Washington Railroad stock was substituted for this fund, to the amount of \$34,000 annually. Instead, however, of holding this, an unwise provision distributed the principal instead of the interest to the different counties. Affairs went on in an indefinite way without any well-founded school policy. The Legislature gave a pittance here and there, and in various ways assisted the local institutions of the different counties.

The school fund was increased in 1858 by the amount of \$173,559, principal and interest of the sum due from the General Government on account of the war debt of 1812. Lotteries were repeatedly employed to raise money for school purposes. In 1809 a law was passed author-

¹ Early in the present century, all of the benevolent enterprises in Maryland patronized the lottery scheme; churches, schools, and charities all used this means for raising current expenses or forming endowments. The custom was of long standing, and prevailed in all parts of the country.

² Laws of 1813, chap. 122.

³ Laws of 1836, chap. 220.

izing a lottery not exceeding twenty thousand dollars, the proceeds to be applied to the building of a commodious house within the precincts of Baltimore adapted to the purpose of an academy and for the education of females.

By the treasurer's report of 1834, the sum of \$18,100 was paid by the State to twenty-eight different colleges and academies. Of this amount St. John's College received three thousand dollars, Frederick College two thousand four hundred dollars, Washington College eight hundred dollars, and the remainder was given to the several county schools and academies.

UNIVERSITY OF MARYLAND.

The old University of Maryland¹ having been discontinued, a new institution under the same title was incorporated in 1812. It was to be in Baltimore, and to consist of the college of medicine,² a faculty of law, a faculty of divinity, and a faculty of the arts and sciences. In the year following, a lottery was granted by the State for the benefit of the University of Maryland to provide a library, botanical garden, and scientific apparatus. It was also ordered, in 1827,³ that five thousand dollars per annum should be paid to the trustees of the University of Maryland, out of the "next proceeds" of the State lotteries, until the total amount of \$40,994.06 was paid. According to the treasurer's report for 1834, the university had received from this source the sum of \$30,500.⁴

Two faculties of the University of Maryland, one of law and one of medicine, still continue in the city of Baltimore.

In 1803 Baltimore City College was founded, and in the same year all educational institutions were for the future exempted from taxation.

MARYLAND AGRICULTURAL COLLEGE.

Public sentiment in favor of special education in agriculture was exhibited as early as the year 1845. At that time the board of governors and visitors of the Frederick County Academy established a department of agriculture, and appointed an agricultural chemist.

In 1847 Hon. George Coad, chairman of the Committee on Agriculture in the House of Delegates, recommended in his report⁵ the appointment of a State Agricultural Chemist, and expressed the hope that there would soon be "courses of agricultural education in the public academies and schools, or schools for the special purpose established." In 1848 Col. Wilson M. Cary urged before the first anniversary meeting of the Maryland State Agricultural Society the necessity of profes-

¹ Laws of 1809, chap. 71.

² Organized in 1807.

³ Laws of 1827, chap. 198.

⁴ Maryland Public Documents, 1834.

⁵ Report of the Commissioner of Education for 1867, 273.

sional education for farmers, and the "introduction of those studies immediately connected with their pursuit into our colleges and seminaries."

Subsequently, Dr. White introduced before the House of Delegates a proposition to inquire into the expediency of agricultural instruction in the academies of the State. The question was further agitated in 1854, and in 1856 the Legislature was memorialized by a company of citizens of Maryland for the establishment and endowment of a State agricultural college. The Legislature granted a charter upon the condition that not less than fifty thousand dollars should be raised by a stock subscription within two years.¹ This body also voted to grant six thousand dollars annually toward paying the expenses of the institution. The subscription was raised, and a farm of four hundred and eighty acres was purchased in Prince George County, and buildings were erected at a total cost of about one hundred thousand dollars. The college was opened for students in 1859, but very little was accomplished until after the War.

In 1866, the Legislature assumed the debt of the institution to the amount of forty-five thousand dollars, and assigned to it the United States land scrip received by the grant of 1862. By the latter act Maryland received two hundred and ten thousand acres, which were sold at an average price of fifty-three cents an acre, yielding a net sum of \$112,504. When the Legislature assumed the debt of the college the State was made a joint owner in the institution with the old corporation. And when the land scrip was granted to the college by the State, ten per cent. of the amount (\$11,250.40) was "reserved, to be paid into the treasury of the State, to reimburse the said State in part for the amount appropriated by this act to the Maryland Agricultural College."² This deduction left a fund of about \$101,000, which in 1868 yielded an income of \$6,075, and in 1882 of \$6,975.³ In the year 1881 the Legislature made an annual appropriation of \$6,000 for the support of the college.

SUMMARY OF GRANTS.

First support of schools.

1694.—Tax on furs, beef, bacon, etc., exported, for the support of free schools.....	
1723.—Board of visitors authorized to purchase 100 acres of land for each county school.....	
1723.—Also tax on imported and exported goods for the benefit of free schools.....	
1723.—Tax of 20s. per head on all negroes imported into the colony.....	
1723.—Tax of 20s. per head on "Irish servants being Papists".....	
1723.—Tax on exported negroes, 40s. per head.....	

¹ Laws of 1856, sec. 3. ² Laws of 1866, chap. 53. ³ Report of Trustees, 1882.

Washington College.

1782-1794.—Annual grant, £1,250 (£15,000).....	\$52,500.00
1794-1805.—Annual grant, £750 (£8,250)	27,166.66
	79,666.66

St. John's College.

1784-1805.—Annual grant, £1,750 (£36,750).....	122,500.00
1811-1832.—Annual grant, \$1,000	21,000.00
1832-1861.—Annual grant, \$3,000	87,000.00
1866-1889.—Annual grant, \$3,000	69,000.00
1886-1880.—Annual grant, \$12,000	192,000.00
1872-1878.—Annual grant, \$10,000 (education of students)	60,000.00
1879.—Annual grant, \$6,000 (education of students)	6,000.00
1880-1889.—Annual grant, \$5,200 (education of students)	46,800.00
For library	500.00
Total	632,300.00
1827.—University of Maryland, State lotteries	40,994.06
State Agricultural College	60,000.00
	744,466.66

In the distribution of apportionments from the literary fund among academies, Washington and Frederick Colleges were included in the list. The amount of this distribution is not computed, as it pertains rather to secondary instruction.

NORTH CAROLINA.¹

In the colonial and provincial periods of the development of the Commonwealth of North Carolina the government played a very unimportant part in the education of the people. The establishment as well as the support of schools was dependent almost entirely upon the zeal of religious denominations or the chance of private enterprise. It was not until the dawning of a new era, when North Carolina, emerging from the uncertainties of these early periods, took the position of an independent Commonwealth, that a self-governing people made their bold declaration for higher education in the Constitution of 1776.²

COLONIAL LEGISLATION.

The first action toward the advancement of learning taken by the colonial government³ was in regard to the care of a library donated to the State by Dr. Bray. In reference to this action Dr. Smith says: "A careful examination of the records of the colony while under proprietary government shows only one instance in which help was afforded to literature. * * * This act provided that a librarian should be ap-

¹ See History of Education in North Carolina, by Dr. Charles Lee Smith.

² *Ibid.*, 18.

³ Laws of North Carolina, Davis's Revisal, 203.

pointed, that catalogues should be prepared, and that, under certain conditions, books might be taken from the library. It was provided that if the books were not returned within a specified time fines should be paid. No further thought seems to have been given by the government for the promotion of education."

For many years during the provincial period nothing was done by the Legislature to promote education, although the country was not without schools. In 1736 the Governor, Gabriel Johnston, urged the importance of making some provision for public schools. He says in his address to the Assembly: "In all civilized Societys of men it has always been looked upon as a matter of the greatest consequence to their Peace and happiness to polish the minds of young Persons with some degree of learning, and early instill into them the Principles of virtue and religion, and that the Legislature has never yet taken the least care to erect one school which deserves the name, in this wide extended country, must, in the judgment of thinking men, be reckoned one of our greatest misfortunes."¹

The members of the Council, in reply, expressed their regrets at the condition of the country in regard to religion and education.² Here the matter rested until nine years after, when the General Assembly passed an act authorizing the commissioners of the town of Edenton to "erect and build a school-house in the said town."³ This was followed by an act, in 1749, establishing the first free public school in the province.

These were legislative enactments; but how far and to what extent they were carried into execution is unknown. Judging from the message of Governor Johnston, quoted above, and a statement taken by Dr. Smith from Caruthers's Life of Caldwell, that "he (Governor Johnston) knew the value of learning and wished to see it promoted; but when appropriations were made for it, they were either wasted or taken to meet some other demands of the treasury,"⁴ one must infer that these early attempts at education were failures.

In 1760 Governor Dobbs recommended that the vestry in each parish should raise a sufficient sum to pay a person to act as parish clerk and register, school-master, and reader, in the absence of the clergyman. The sum thus raised was borrowed for military purposes and never returned. In the session of 1764, held at New Berne, the Legislature enacted that a school-house and a residence for the master should be erected at that place, and donated two half-lots formerly belonging to the church for these purposes.⁵ This government aid was effectual; the Newberne school was incorporated two years later as a result of this act of the Legislature. The school was to be "public," but largely under the control of the established Church of England. It was also provided in

¹ Colonial Records of North Carolina, IV, 227.

² *Ibid.*, 231.

³ *Ibid.*, 783.

⁴ Smith, 21.

⁵ *Ibid.*, 40.

the act of incorporation that a duty of one penny per gallon on all spirituous liquors imported into the river Neuse be paid for the term of seven years next following the enactment, toward the education of ten poor children of the school, the same to be applied toward the salary of the master (twenty pounds per annum).

From this time on, private, incorporated, and denominational schools were established in great number. The aid given by the government was very slight, being limited to the privilege of holding lotteries, with perhaps rare exceptions, as in the case of the grant by the Legislature of the old Episcopal Church to Science Hall at Hillsborough in 1784.

THE ORIGIN OF THE UNIVERSITY OF NORTH CAROLINA.

The foregoing sketch of early education prepares us for the presentation of the State legislation in favor of higher education, which must necessarily begin with the University of North Carolina. This institution has been called the "child of the Constitution," but it must have been prompted by earlier sentiments arising from the refusal of the King to charter Queen's College, which "was twice chartered by the Legislature and twice repealed by royal proclamation.¹ Revolting from this restraint, the people declared their independence by voting for that clause in the Constitution which made the university possible, viz: "That a school or schools shall be established by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities."²

Thirteen years later this was followed by the Legislature with "an act to establish a university in this State,"³ which made full and complete provisions for the organization of the university. The preamble to this act is quite remarkable, as it alludes expressly to the "social duties" of the rising generation, without mention of the specific duties of citizens or the service of the State. It states that; "*Whereas*, In all regulated governments it is the indispensable duty of every Legislature to consult the happiness of the rising generation and endeavor to fit them for an honorable discharge of their social duties of life by paying the strictest attention to their education, and *whereas*, an university supported by permanent funds and well endowed, would have the most direct tendency to answer the above purpose; *Be it therefore enacted*, etc."⁴

The act of incorporation then proceeded to place the sole power of establishing and controlling the university in the hands of forty

¹ Smith, 33.

² Constitution of 1776, sec. 41.

³ Revised Laws of North Carolina (1821), Chap. 305, p. 606.

⁴ Revised Statutes, p. 606, chap. 305.

trustees¹ selected from different parts of the State. The said trustees were to have perpetual succession and power to do anything "such as may be necessary for the promotion of learning and virtue."² They were further authorized to purchase a site and erect a building as soon as sufficient funds could be collected, and hold all subscriptions to the university "as a permanent fund for the use and support of the said university forever."³

APPROPRIATIONS FOR THE SUPPORT OF THE UNIVERSITY.

The act of incorporation passed in 1789, referred to above, was followed the same year by an act for the support of the institution. The Legislature did not accomplish much, but perhaps it did all that it was warranted in doing at this time, considering the poverty of the country and the hard strain of war. In order to raise a fund for the erection of buildings, all moneys due and owing the public of North Carolina, either for arrearages under the former or present government, up to the first day of January, 1783 (four years from date), were donated to the university. It was further enacted that "all property that has heretofore or shall hereafter escheat to the State shall be and hereby is vested in the said trustees for the use and benefit of the said university," and that all "lands and other property belonging to the university shall be exempt from taxation."⁴ To assist in the erection of buildings, the State, in 1791, loaned the university ten thousand dollars, which loan was afterwards converted into a gift.⁵

The university received other assistance in its founding. The trustees had selected a site on Chapel Hill, and proceeded to lay out a town at that place. The citizens of the neighborhood conveyed to the institution 1,180 acres of land, and a subscription of sixteen hundred dollars in money.

The building was constructed, but the trustees were in want of funds to open the university. Realizing the situation, the Legislature enacted in 1794 that "*Whereas*, The trustees of the university of North Carolina have with laudable zeal for the promotion of literature erected a building for the use of the institution entrusted to them, and, are at the same time prepared to commence the exercises of the university,
* * * the remnant of confiscated property remaining unsold is

¹ It was enacted in 1804 that the trustees should be elected by the Legislature, and should not constitute more than eight from each superior court district. In the following year the Governor of the State was made *ex-officio* president of the board of trustees. Subsequently a law was passed, in 1821, consolidating all previous acts, and making the board to consist of sixty-five trustees, elected by a joint ballot of the two houses. Seven trustees were to constitute a quorum, and each meeting must be called by the president. It seems to be a large membership with a small quorum.

² Revised Statutes, chap. 505, sec. 5.

³ *Ibid.*, chap. 505, sec. 6.

⁴ Revised Statutes (1821), chap. 306, p. 610.

⁵ Foote: Statutes of North Carolina, 531.

vested in the trustees,¹ to be held in trust for a term of ten years, when the principal was to revert to the State. This grant of escheats was withdrawn in 1800, and all escheated and confiscated property reverted to the State.² Again, in 1805, the last act mentioned was repealed as far as it related to escheated property. It is plain that the law of 1794 was suspended from 1800 to 1805, and that part relating to confiscated property finally repealed in 1800.

In 1801 the university was authorized to raise not over two thousand pounds a year by lotteries.³ Two years later, \$5,080 profits were realized from lotteries.⁴ Again, in 1809, the Legislature came to the relief of the university. It resolved that "in the present embarrassed state of the institution it is the bounden duty of the Legislature to afford it such assistance as the nature of the public finances will justify."⁵ It was then enacted that the trustees of the university should hold and use all sums of money or other estate which should remain in the hands of administrators and executors seven years after their qualification, without recovery by creditors, legatees, or heirs. After the university had held the property for ten years without any just claimant thereto, it became the possession of the university. It was further enacted that all debts due the State on or before December 31, 1799, should be given to the university.

While this small legislation was taking place, the gifts of private benefactions, together with the tuition fees of the students, were supporting the institution. It is next to an impossibility to determine at this day the actual assistance rendered by the grants of the Legislature. Excepting the ten thousand dollar loan, which afterward became a gift, the returns from others were small, and the trouble which they caused the university authorities probably by far overbalanced their usefulness.

The very able report of the committee appointed by the Legislature in 1817, of which Hon. A. D. Murphy was chairman, throws some light upon university affairs. It says: "This institution has been in operation for twenty years, and has been eminently useful to the State. It has contributed perhaps more than any other cause to diffuse a taste for reading among the people and excite a spirit of liberal improvement. It has contributed to change our manners and elevate our character; it has given to society many useful members, not only in the liberal professions, but in the walks of private life, and the number of its pupils who are honored with seats in this Legislature is a proof of the estimation in which they are held by their fellow-citizens. When this institution was founded it was fondly hoped that it would be cherished

¹ Revised Statutes, 1821, chap. 407, p. 738.

² Haywood's Manual of the Laws of North Carolina, II, 259.

³ Revised Statutes, chap. 573, p. 938.

⁴ Smith, 59.

⁵ Revised Statutes, chap. 763, p. 1152. Haywood, II, 206.

with pride by the Legislature. But unfortunately the nature of the funds with which it was endowed in a short time rendered it odious to some and cooled the ardor of others. The torrent of prejudice could not be stemmed, the fostering protection of the Legislature was withheld, and the institution left dependent upon private munificence. Individuals contributed not only to relieve its necessities, but to rear up its edifices and establish a permanent fund for its support. * * * With the aid thus derived from individuals, together with occasional funds derived from escheats, the institution has been maintained thus far. The Legislature, after exhausting its patience in endeavoring to collect arrearages of debts due to the State, transferred to the trustees of the University those arrearages, with the hope that they would be able to enforce payment. But no better fortune has attended their efforts than those of the State, and this transfer has proved of no avail to the institution. The surplus remaining in the hands of administrators where the next of kin have made no claim within seven years have also been transferred to the trustees, but this has as yet yielded a very small sum, and probably never will yield much.¹

The General Assembly made no further provision for the support of the State University until 1859. The Bank of North Carolina was then chartered, with a view to promote the interests of the University. The trustees were allowed to subscribe to an amount of stock not to exceed two hundred thousand dollars. The trustees subscribed, and lost through repudiation of the War debt by the convention of 1865, the State having previously secured the control of all bank property.²

The amount of the funds of the University over and above liabilities was \$148,520.26, which was entirely lost.

In 1866 the General Assembly granted the sum of seven thousand dollars for the relief of the institution, which, together with the sum granted in 1790, makes a total of seventeen thousand dollars, the entire amount appropriated for the support of the University from the public treasury prior to the date of 1867, during a period of eighty-eight years from the date of the charter.

A modification of one of the old laws was made in 1868-69 by an act which declares that property, money, or real estate of whatsoever kind, remaining in the hands of the executors for a term of five years unrecovered and unclaimed, shall revert to the University.³ Another provision is found in the revised statutes enacted for the purpose of assisting the University, which declares that the proceeds of all unclaimed freight, if not returned to the owner within five years, shall revert to the University.⁴

Apparently, however, the Legislature is learning by degrees that a

¹ Report of Superintendent of Public Instruction (Alexander McIver), 1874, 20-21.

² Memorial by Governor Worth to the General Assembly, 1867.

³ Laws of 1868-69, chap. 113, sec. 76.

⁴ Revised Statutes, 1883, sec. 1987.

university can not be supported, nor even materially aided, by such gifts as the above, which are quite different from a constant income of twenty thousand dollars per annum.

THE AGRICULTURAL COLLEGE GRANT.

The State of North Carolina received two hundred and seventy thousand acres of land scrip from the grant of 1862. This scrip was transferred to the University in 1867 upon the condition that the terms of the grant should be fulfilled, and that one student from each county, appointed by the commissioners, should receive tuition and room-rent free at the University. The scrip was sold at fifty cents per acre, yielding the sum of one hundred and thirty-five thousand dollars, ten thousand dollars of which was devoted to building purposes.

In 1868 the trustees invested this fund of one hundred and twenty-five thousand dollars in State securities, part of which were valid, but bearing no interest, and part of which were worthless. In 1874 the Legislature came to the relief of the land-scrip fund, by directing the State treasurer to issue to the trustees of the University a certificate of indebtedness to the amount of one hundred and twenty-five thousand dollars, bearing interest at 6 per cent. per annum from January 1, 1875, the interest payable semi-annually. By an act of the Legislature in 1887 the interest arising from this fund was ordered to be transferred to the account of the Agricultural and Mechanic Arts College as soon as the college should be ready for use.

RECENT APPROPRIATIONS.

The General Assembly in 1881 appropriated the sum of five thousand dollars¹ annually for the support of the University, and in 1885 increased this amount to twenty-thousand dollars. The State has also made appropriations for the Agricultural and Mechanic Arts College to the amount of fifteen thousand five hundred dollars.

RESTRICTIVE LAWS.

Notwithstanding the constant vicissitudes and struggles of this noble institution for existence, its value to North Carolina and to the country at large has been and is very great. Its attitude toward advanced learning is such as to deserve the earnest support of all classes of people throughout the State. History reveals the fact, however, that the zeal of various denominations for the advancement of their several schools has more than once crippled the institution in its best work.

Sometimes it is urged against State institutions that they do not tend to increase morals and religion; but the precautions taken by the

¹ Revised Statutes, sec. 2638; Laws of 1881, chap. 141, sec. 1. This law provided for the application of the appropriation for the special instruction of teachers.

Legislature of North Carolina, prompted no doubt by the faculty and trustees, are quite remarkable.

It was provided in 1821 that theatricals should not be held within five miles of Chapel Hill without the consent of three members of the faculty.¹ Afterward this act was enlarged so as to prohibit wire dancing and the exhibition of natural or artificial curiosities.² No gaming table, should be set up within five miles of the University. No games of chance or billiards should be indulged in by the students. No horse-racing or cock-fighting should be indulged in by any one within five miles of the University under a penalty of one hundred dollars.³ No election of a member of Congress was allowed to be held at the seat of the University,⁴ and it was provided in the Revised Statutes of 1883 that it is against the law for persons to indulge in election treats within four miles of the University.⁵

No license could be granted for the sale of spirituous liquors at retail within 2 miles of the institution, and merchants were prohibited from selling goods, wines, or spirituous liquors to students within 2 miles. These laws were collated and modified somewhat, but are still extant in their principal points in the revised statutes of 1883. It seemed to be the policy of the State to remove far from the institution all evil influences, and all things calculated to distract the minds or injure the morals of students. On the other hand, the rules of the faculty and the trustees in regard to moral and religious duties exceed the action of the Legislature in rigid requirements.

SUMMARY OF GRANTS.

University.

In 1791, loan and fund gift	\$10,00
In 1866, appropriation.....	7,00
Annual appropriation, 1881 to 1885 (\$5,000)	20,00
Annual appropriation, 1885 to 1889 (\$20,000)	80,00
Other appropriations (see below).....	223,08

Agricultural College.

Appropriations.....	15,50
Total.....	\$355,58

The following summary is kindly furnished me by the president of the University of North Carolina, Kemp P. Battle.⁶

(1) The State gave the university escheats of lands, including land warrants granted Revolutionary soldiers. The receipts for these came in slowly and spasmodically. The total amount received from this source is estimated at two hundred thousand dollars, of which one hundred and fifty thousand went into a permanent endowment, and

¹ Laws of 1821, chap. 22, p. 17.

² Revised Statutes (1837), chap. 116.

³ Laws of 1823, chap. 13, p. 16.

⁴ *Ibid.*, p. 17.

⁵ Revised Statutes, 1883, sec. 2644.

⁶ Letter dated March 4, 1889.

was lost by the results of the War. The remainder was spent in paying professors and for other current expenses.

(2) Ten thousand dollars in cash were appropriated for building purposes prior to 1800; fourteen thousand for the same purposes since 1800, and seven thousand in 1867 for paying professors.

(3) Four thousand dollars in bricks for building purposes.

(4) Five thousand dollars per annum from 1881 to 1885, or twenty thousand dollars.

(5) Twenty thousand dollars annually from 1885 to 1889, or eighty thousand dollars.

This would give a total appropriation to date of \$335,000. If we add to this sum \$5,080, the proceeds of two lotteries granted by law in 1803,¹ it swells the total to \$340,080, representing the State appropriations to the University of North Carolina.

SOUTH CAROLINA.²

COLONIAL EDUCATION.

“It is a gratifying fact in the history of Carolina that as soon as the English settlers placed their feet upon its soil they gave the most earnest attention to the business of education.”³ The earnest example of this educational spirit is found in the formation of a public library at Charleston, which the Assembly in 1700 placed under the control of the Episcopal minister there resident.⁴ From the first, education was assisted by public money. We find the Assembly providing for a free school as early as 1710.⁵ This act did not go into operation in the form intended and was superseded two years later by more comprehensive legislation. By an act of December 12, 1712,⁶ commissioners were designated to take charge of all legacies that had been left for a free school, to take up land in Charleston, and to build a school-house and houses for the teachers.

Instruction was to be given in grammar and other arts and sciences, and also in the principles of the Christian religion. The master must “be of the religion of the Church of England and conform to the same,” and “be capable to teach the learned languages, that is to say, Latin and

¹ Smith, 59.

² See Education in South Carolina, by C. Meriwether. Circular of Information No. 3, 1888, Bureau of Education.

³ La Borde: History of South Carolina College, 1.

⁴ Statutes at Large of South Carolina, VII, 13. Ramsay: History of South Carolina, II, 196.

⁵ Statutes at Large, II, 342. Report of the Commissioner of Education for 1876, 362.

⁶ Statutes at Large, II, 389. Ramsay, II, 197. Report of the Commissioner of Education for 1876, 362.

Greek tongues." He was to have the use of the land and buildings of the school and a salary of one hundred pounds a year, to be paid out of the public treasury, for which he was to teach twelve scholars free. For all others he was to receive four pounds a year. Provision was also made for an usher and for a master to teach writing and mathematics, each of whom was to have a salary of not over fifty pounds from the public treasury, besides fees from each scholar. It was enacted at the same time that any school-master settled in a country parish and approved by the vestry should receive ten pounds a year from the public treasury, and each vestry was permitted to draw from the same source twelve pounds towards building a school-house in each of the country parishes.¹ This act repealed an earlier act of the same year, which had granted the school-master for the parish of St. James, Goose Creek, sixteen pounds a year from the public treasury.² In 1756 it was provided that the school-master at Dorchester should have yearly fifty pounds proclamation money out of the public treasury. In return for this he was to teach ten poor scholars free.³

Although these instances of public aid occur, education was largely carried on by private contributions. Sir Francis Nicholson, the first royal Governor, contributed to the support of education and urged its importance upon the inhabitants, and his influence is a partial explanation of the many private donations of this period. The activity of the Assembly was chiefly confined to forming centers, about which private donations might gather. By the end of the colonial period the various free schools gave the inhabitants of the province opportunity for instruction in the common branches and in the rudiments of Latin, Greek, and mathematics.

EARLY COLLEGES.

The colleges founded toward the close of the last century form a transition from the free or Latin schools of the colonial period to the South Carolina College. State aid was manifested in gifts of land for building-sites, in permission to hold lotteries, and in grants of the escheated lands in certain districts. The last-mentioned form of aid was also frequent in the case of academies.

Legacies had been left at various times to the first college that should be founded. These were divided equally among the three colleges which the Legislature chartered in 1785.⁴ These colleges were located at Winnsborough, Ninety-Six, and Charleston. The college at Ninety-Six (College of Cambridge) did not flourish. In 1792 the trustees were authorized to hold a lottery for its benefit,⁵ and in 1803 the property

¹ Statutes at Large, II, 295. Ramsay, II, 198. Ramage, Local Government and Free Schools in South Carolina, Johns Hopkins University Studies, Vol. I.

² Statutes at Large, II, 377.

³ *Ibid.*, IV, 23.

⁴ *Ibid.*, 674.

⁵ Acts of Assembly (Columbia, 1808), I, 258.

was sold for debt.¹ Better success attended the College of Charleston. The act of 1785 vested in it the land before given for a free school in that city. In 1823 the college received a considerable grant of escheated lands,² and in 1854 it was given four thousand dollars in money. The college is still in existence.³

In 1795 all confiscated property in the district of Beaufort and all the vacant grants in the town of Beaufort were granted to a college to be established there.⁴ "All the seminaries of learning * * * in the interior part of this State, being, for some fatal cause, become extinct," a college was established at Alexandria in 1797,⁵ and two years later it was granted certain escheats.⁶

These it is believed comprise all the instances of public aid to the colleges of the early period.

SOUTH CAROLINA COLLEGE.

The policy of multiplying institutions of limited means failed to meet the educational needs of the State. Governor Drayton drew attention to this fact in 1801 in his message to the Legislature, and urged upon that body the foundation of a State College, established and fostered by the Legislature and under its direct control.⁷ The suggestion was favorably received, and the same year the South Carolina College was incorporated. Fifty thousand dollars were appropriated to erect buildings and six thousand dollars yearly for the support of the college.⁸ The college was opened in 1805. From its establishment until 1863, when it was closed on account of the War, yearly appropriations, amounting in the aggregate to \$1,248,797,⁹ were made to the institution by the State. During much of this time the State supported from one to three students at the college.

In 1865 the college was revived as the University of South Carolina.¹⁰ Since that time the State has given the university in yearly appropriations \$499,911.28. From 1873 to 1876, the period when the institution was open to colored students, \$44,200 additional were given in scholarships. In 1877 the university was closed, and for the next four years the only appropriations made were for keeping the buildings in order. In 1881 the university was re-opened, with separate colleges for the

¹ La Borde, 6.

² Statutes at Large, VI, 211.

³ A short account of the institution is given in "South Carolina; Resources, etc." (Charleston, 1883), pp. 490 ff.

⁴ Acts of Assembly, II, 65.

⁵ *Ibid.*, 185.

⁶ Statutes at Large, V, 364.

⁷ La Borde, 8.

⁸ Acts of Assembly, II, 406. The act of incorporation is given in full in La Borde, 11.

⁹ Definite appropriations for insurance do not appear before 1828, although it was ordered that the buildings should be insured in 1819.

¹⁰ Statutes at Large, XIII, 297. La Borde, 506, 573.

white and colored students.¹ The total amount of money appropriated by the State down to 1887, exclusive of scholarships, was \$1,748,708.28. The institution does not seem to have gotten all of this, as President McBryde says that from 1801 to 1888 \$1,446,481 were received from annual appropriations.²

STATE MEDICAL COLLEGE.

The medical college of South Carolina at its foundation in 1825 received from the State ten thousand dollars for buildings and apparatus.³ In 1853 it received a further grant of twenty thousand dollars.

THE MILITARY ACADEMY.

In 1842 the Legislature voted eight thousand dollars for a military school at the Arsenal at Columbia, and sixteen thousand dollars for a military school at the Citadel in Charleston, in lieu of the like sums before appropriated for the Arsenal and Magazine Guard at Columbia and the Citadel and Magazine Guard in Charleston.⁴ This was the origin of the South Carolina Military Academy. In 1845, on the failure of an attempt to unite them, the Arsenal became auxiliary to the Citadel, providing for the instruction of the entering class.⁵ In 1861 it was enacted that the two academies should together form the South Carolina Military Institute, still retaining their distinctive titles.⁶ They continued on this basis until 1864, when they were closed. In 1882 the South Carolina Military Academy was opened at Charleston as a branch of the State university, and granted a yearly appropriation on condition that it should educate and maintain, free of charge, a certain number of cadets.⁷

During every year of its activity the institution has received money from the State. Down to and including 1864, the appropriations amounted to \$916,021.57,⁸ and since 1881 \$128,270.50 has been granted, making a total of \$1,044,291.07. In addition, beneficiary cadets were supported by the State for several years. The training has been by no means purely military; good literary and scientific instruction has also been given. The appropriations should not be regarded as entirely for educational purposes.

THE AGRICULTURAL COLLEGE.

The Constitution of 1868, after declaring that "the General Assembly shall provide for the maintenance of the State university," goes on to direct that provision be made, as soon as practicable, for the establishment

¹ Resources, etc., of South Carolina, 488.

² Letter of November 28, 1888.

³ Statutes at Large, VI, 280.

⁴ *Ibid.*, XI, 224.

⁵ Resources, etc., of South Carolina, 509.

⁶ Statutes at Large, XII, 744.

⁷ Acts of Assembly, 727.

⁸ Appropriations were very much increased during the War, reaching \$147,200 in 1864.

of an agricultural college, and that the land appropriated by Congress for the latter purpose, be taken charge of.¹ Accordingly, the Legislature accepted the donation the same year, and ordered that the proceeds of the land sales should be invested in United States bonds or South Carolina six per cents.²

In 1872 the Agricultural and Mechanical College was established at Orangeburg in connection with the Clafin University. It was to be supported on the interest of the proceeds of the land sales.³ Its income decreased from \$11,508 in 1872 to \$7,500 in 1876. In 1879 it was enacted that "the State Treasurer should issue to the trustees of the University of South Carolina a certificate of State stock in the sum of \$191,800, bearing interest at six per cent., * * * to be held instead of the Agricultural College bonds, * * * heretofore used by the financial agent for general State purposes."⁴ Provision was made at the same time for a college for white students, in addition to the one for colored students, to be established and maintained out of the same fund. As far as necessary the grounds and property of the University of South Carolina were to be used for the new college, which was established in 1880.⁵ Up to 1881, when the appropriations became confused with those for the State university, the Agricultural College had received from the permanent fund \$65,516.⁶ The interest for the succeeding seven years would amount to \$80,556.

EXEMPTION FROM TAXATION.

The Constitution of 1868 exempts from taxation all buildings and premises actually occupied by colleges and institutions of learning.⁷

SUMMARY OF GRANTS.

We thus find the idea of State aid running through all the educational history of South Carolina, from 1710 to the present time. The policy has been generally that of annual appropriations. Frequent instances of public assistance occur among the colonial free schools and the colleges of the early period, while the Military Academy has received regular appropriations. But since the foundation of South Carolina College, the education of the State has had its center there, and there the State has been most liberal in its support.

¹ Art. X, sec. 9; Poore's Charters and Constitutions, 1661.

² Statutes at Large, XIV, 169.

³ Acts of Assembly, 172.

⁴ *Ibid.*, 86.

⁵ Resources, etc., of South Carolina, 488.

⁶ No appropriation is given for 1873-74.

⁷ Art. IX, sec. 5; Poore's Charters and Constitution, 1659.

APPROPRIATIONS FOR 1887-88.¹

South Carolina College.....	\$27,000
South Carolina Military Academy.....	20,400
Clafin University.....	5,000
	\$52,400

The appropriations of State money may be thus summarized :

South Carolina College.....	\$1,748,708.92
South Carolina Military Academy.....	1,044,291.07
South Carolina Medical College.....	30,000.00
College of Charleston.....	4,000.00
	\$2,826,999.99

GEORGIA.²

EARLY EDUCATION.

The earliest evidence of the attitude of Georgia toward education, as shown in her laws, is found in the Constitution of 1777,³ which directs that "schools shall be erected in each county, and supported at the general expense of the State." Six years later one thousand acres of land were given to each county for the support of schools,⁴ and an academy was established at Augusta, and endowed with public land, not to exceed two thousand acres.⁵ These were the first steps in State education.

UNIVERSITY OF GEORGIA.

The University of Georgia traces its origin to an act of 1784, laying out the counties of Franklin and Washington, by which forty thousand acres of land were reserved for the endowment of a college.⁶ In the following year the university was chartered.⁷ In 1801 it received a private donation of six hundred and thirty acres of land near what is now the city of Athens, and there, soon afterward, it opened its doors.⁸

It was at first thought best to lease the lands of the university and apply the rent to its support; but, as this proved unprofitable, the lands were sold, payment being secured by bond and mortgage. These bonds and mortgages were deposited in the State treasury, and a warrant issued for two-thirds of the amount they covered. As the State did

¹Letter from J. H. Rice, State Superintendent of Education, July 20, 1888.

²See Education in Georgia, by Charles Edgeworth Jones. (Circular of Information No. 4, 1888, Bureau of Education.)

³Art. LIV, Poore: Charters and Constitutions, 383.

⁴White: Statistics of Georgia, 68.

⁵Marbury and Crawford's Digest, 134.

⁶Stevens: History of Georgia, II, 353. Cobb's Digest, 1082.

⁷*Ibid.*, 1083.

⁸Stevens, 363. Centennial Catalogue of the State University, 1.

not redeem this warrant it was regarded as a permanent debt, and eight per cent. interest on it was paid to the university.

This was the origin of the annuity of eight thousand dollars which the university has regularly received since 1815.¹

Other benefactions have from time to time been received. Loans by the State to the amount of twenty-five thousand dollars have been made, and various minor appropriations amount to seven thousand five hundred dollars. Permission was given in 1806 to raise three thousand dollars by a lottery.² In 1830 one of the college buildings was destroyed by fire, and to replace this, six thousand dollars were annually appropriated until 1841.³ In 1885 sixty-five thousand dollars were granted to establish a technological school in connection with the university.⁴

The donations of money made by the State since 1815 form a total of \$722,500.

GEORGIA MILITARY INSTITUTE.

The Georgia Military Institute was established in 1851 at Marietta.⁵

By the terms of the charter its property was exempt from taxation. The State set aside two thousand dollars annually for the support and education of not more than ten cadets,⁶ and at least \$29,681.87 was appropriated in money in the period before 1865. The institute disappears toward the close of the War, and in 1870 its lands were granted to the Marietta Male Academy.⁷

MEDICAL COLLEGES.

At its foundation in 1833, the Medical College of Georgia received from the State ten thousand dollars in money and thirty lots in Augusta,⁸ and the aid subsequently received is estimated at thirty-five thousand dollars.⁹ In 1873 it became the medical department of the State university.¹⁰

The Southern Botanic-Medical College has received ten thousand dollars from the State,¹¹ and the Atlanta Medical College fifteen thousand dollars.¹²

¹ Stevens, 2. Laws of 1815, 103. Cobb's Digest, 1088.

² Laws of 1806, 9.

³ Laws of 1830, 4.

⁴ Laws of 1884-85, 69.

⁵ Laws of 1851-52, 298.

⁶ *Ibid.*, 6. Additional cadets were supported in 1860 and 1861.

⁷ Laws of 1870, 455.

⁸ Laws of 1833, 130. Cobb's Digest, 892.

⁹ White: Statistics of Georgia, 81. Laws of 1860, 66.

¹⁰ Centennial Catalogue of University, 5.

¹¹ Laws of 1851-52, 300. Laws of 1855-56, 279.

¹² Laws of 1857, 22.

Each of these colleges was in return to educate a certain number of students free.

ATLANTA UNIVERSITY.

This institution, founded in 1869 for the education of the blacks, has had since 1874 an annual appropriation of eight thousand dollars from the State. Eight thousand dollars was also granted in 1870. This appropriation is now suspended until such time as the institution shall cease to educate white students.

THE AGRICULTURAL COLLEGE FUND.

The share of Georgia in the land granted for agricultural colleges was two hundred and seventy thousand acres. The donation was accepted in 1866,¹ but it was not till 1872 that the Georgia State College of Agriculture and the Mechanic Arts was established at Athens. It is "a distinct organization, complete in all its parts, but still being an integral part of the University of Georgia."² It received fifteen thousand dollars from the State in 1875.³

Another college was founded in the same year, the North Georgia Agricultural College, at Dahlonega. Two thousand dollars of the annual income from the sales of land were set apart for its support, and twenty-four thousand five hundred dollars additional has since been appropriated.

In 1874 the citizens of Milledgeville subscribed two thousand dollars annually to the payment of teachers in a college to be established in that town,⁴ and in 1879 the State chartered Middle Georgia Agricultural College there.⁵ This college gets annually \$1,500 from the land-scrip fund and \$1,000 from the rental of the State buildings at Milledgeville. Additional appropriations have also been received to the amount of \$8,500.⁶

Other agricultural colleges have been established at Cuthbert, Thomasville, and Hamilton,⁷ all partly supported from the land-scrip fund. This fund was, in 1876, \$243,000.⁸

All the above colleges are considered as branches of the State University. They have received assistance from the State to the amount of \$57,000.

EXEMPTION FROM TAXATION.

By an act of 1850 exemption from taxation, hitherto confined to the University of Georgia, was extended to all other colleges.⁹

¹ Laws of 1865-66, 5.

² Centennial Catalogue of University, 4.

³ Laws of 1875, 11.

⁴ Report of Trustees of University, 10.

⁵ Laws of 1878-79, 91.

⁶ Letter from the Secretary, D. H. Hill, Jr., December 2, 1888.

⁷ Laws of 1878-79, 97. Laws of 1880-81, 100.

⁸ Speech by Hon. A. J. Peeler, Austin, Tex., 1877.

⁹ Cobb's Digest, 1083, 1085, 1096, note; Laws of 1849-50, 379.

CONSTITUTIONAL PROVISIONS.

Besides the article in the Constitution of 1777, already referred to, we find in that of 1798¹ the following :

“ The arts and sciences shall be promoted in one or more seminaries of learning ; and the Legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established as may be necessary to secure the objects of their institution ; and it shall be the duty of the General Assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions.”

The Constitution of 1865² reads thus :

“ The General Assembly shall have power to appropriate money for the promotion of learning and science, and to provide for the education of the people ; and shall provide for the early resumption of the regular exercises of the University of Georgia, by the adequate endowment of the same.”

SUMMARY.

Georgia has pursued a consistent policy of State aid to higher education. Institutions for literary, scientific, professional, military, industrial, and technical education have received frequent assistance from the State. The policy of utilizing the public domain for the endowment of higher institutions of learning, put into legislative form by Georgia in 1784, marks a departure in the history of American State education, and for this Georgia deserves much credit.

The direct assistance of the State, exclusive of land endowments and scholarships, may thus be summarized :

State University, since 1815.....	\$722,500.00
Military Institute, at least	29,681.87
Medical colleges	70,000.00
Atlanta University, at least	104,000.00
Agricultural colleges.....	57,000.00
Total.....	\$983,181.87

FLORIDA.³

THE SEMINARY GRANT.

Liberal provision for higher education in Florida was made by the United States. Two townships of land were granted in 1823,⁴ and in the act admitting the State to the Union there were set apart “two en-

¹Art. IV, sec. 13 ; Poore, 395. Report of the Commissioner of Education for 1867, 100.

²Art. II, sec. 5, 3 ; Poore, 406.

³See Education in Florida, George Gary Bush. (Circular of Information No. 7, 1888, Bureau of Education.)

⁴U. S. Statutes at Large, III, 756.

ture townships in addition to the two townships already reserved, for the use of two seminaries of learning, one to be located east and the other west of the Suwanee River.¹ The duty of selecting and securing these lands was by an act of 1835 intrusted to the register of the land office.² Eight years later five trustees were appointed to take charge of and lease the seminary lands. All sums that had been or should be obtained from this source were to be loaned on bond and mortgage at eight per cent.³ In 1847 the register of public lands was given power to rent or sell the lands, and invest the proceeds in United States stock.⁴

The first move toward realizing the object of the grant was made in 1846, when a board composed of two persons from each section of the State was directed to give its views in regard to establishing the two universities.⁵ An act of January 24, 1851, authorized the establishment of two seminaries of learning; the one east of the Suwanee was to be a normal school; the one on the west was to give instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens. As soon as the buildings of either seminary were ready for use, one-half of the interest on the seminary fund was to be passed to its credit.⁶

It is interesting to note that on the day the above act was passed a memorial of the Legislature to Congress requested that permission be given the State to appropriate the proceeds of the seminary lands to common schools.⁷ A similar petition appeared in 1877, on the ground that it would be better to maintain efficient common schools and a normal school.⁸ Both efforts seem to have been unsuccessful.

Liberal aid being granted by the inhabitants of the two towns, East Florida Seminary was located at Ocala (but afterwards removed to Gainesville) and West Florida Seminary at Tallahassee.⁹ In 1869 they were made free schools, with the exception of the classical department of East Florida Seminary.¹⁰

¹ Act of March 3, 1845.

² The Territory had assisted education by means of lotteries. Quincy Academy had been authorized to raise one thousand two hundred dollars by a lottery, while a like device was to secure ten thousand dollars for establishing and maintaining free schools in St. Augustine. See Laws of 1834, 56, 64.

³ Laws of 1843, 36. (See also Report of the Commissioner of Education for 1876, 61-63, where the whole history of the seminary lands can be followed.)

⁴ Laws of 1846-47, 47.

⁵ *Ibid.*, 83.

⁶ Laws of 1850-51, 97.

⁷ *Ibid.*, 186.

⁸ Laws of 1877, 149.

⁹ Laws of 1852-53, 83; Laws of 1856-57, 28; Laws of 1865-66, 50. *

¹⁰ Report of the Commissioner of Education for 1876, 63.

STATE AGRICULTURAL COLLEGE.

The proceeds of the sale of land scrip, invested in United States or State bonds, were by an act of 1870 to form the endowment of Florida Agricultural College.¹ Its site was fixed at Eau Gallie, but as this was "a remote and comparatively unsettled and inaccessible part of the State," the Legislature in 1877 ordered that the college should be removed to any central point the trustees should select.² Lake City was chosen, and the college was organized in 1885. Up to 1887 \$30,750 had been received from the State.³

CONSTITUTIONAL PROVISIONS.

Article X of the Constitution of 1838 reads as follows :

"SECTION 1. The proceeds of all lands that have been, or may hereafter be, granted by the United States for the use of schools and a seminary or seminaries of learning, shall be and remain a perpetual fund, the interest of which, * * * shall be inviolably appropriated to the use of schools and seminaries of learning, respectively, and to no other purpose.

"SECTION 2. The General Assembly shall take such measures as may be necessary to preserve from waste or damage all land so granted and appropriated to the purpose of education."⁴

The substance of these provisions reappears in the Constitution of 1865.

The Constitution of 1868 contains the following provision :

"The Legislature shall provide a uniform system of common schools, and a university, and shall provide for the liberal maintenance of the same. Instruction in them shall be free."⁵

Educational property may be exempted by law from taxation.⁶

SUMMARY.

Although Florida's educational policy has been one of State aid, her conduct is more creditable in the field of common schools than in the field of higher education, where it is only of late years that much activity has been manifested. The appropriations for the latter purpose, so far as ascertained, amount to \$30,750, for the Agricultural College.

¹ Laws of 1870, 45.

² Laws of 1877, 103.

³ Report of Commissioner of Education for 1886-87, 710.

⁴ Poore: Charters and constitutions, 326. Report of the Commissioner of Education for 1867-68, 112.

⁵ Art. IX, sec. 2, Rep. Com'r Educ., 1867-68, 127; Poore, 355. In 1869 an act was passed in conformity to this provision. It was made the duty of the Board of Education "to use the available income and appropriations to the university or seminary fund in establishing one or more departments in the University," beginning with normal and preparatory work, but keeping in view the establishment of a university on a broad and liberal basis. See Laws, second session of 1869, 9, and further, Bush, Education in Florida, 46, 47.

⁶ Art. XIII, sec. 1; Poore, 357.

The following extract taken from a letter received from Mr. Albert J. Russell, State Superintendent of Public Instruction in Florida, dated July 27, 1888, indicates the work being done by that State toward higher education. It indicates that Florida is assisting State institutions.

“There is no published statement of appropriations, except what is given in the journals of the various Legislatures. An annual appropriation of eight thousand dollars is made for normal colleges, and one of five thousand dollars for the Deaf-Mute Institute. These are fixed. Each Legislature, however, is frequently called upon for appropriations for the State college and State seminary. In 1885 ten thousand dollars were given to the State college, and in 1887 seven thousand five hundred dollars more to the same college and ten thousand dollars to the East Florida Seminary. Each of these institutions has a permanent inviolable invested fund of its own, the former one hundred and ninety-five thousand dollars, and the latter ninety-five thousand dollars, with sixty thousand acres of land unsold and in the market. The State also appropriates annually one thousand five hundred dollars for teachers' institutes. I believe these facts cover the field of our appropriations.

CHAPTER VI.

STATE EDUCATION IN THE NORTH-WEST TERRITORY.

The Ordinance of 1787 was the *magna charta* of the North-West Territory, wrested from Congress by the people. Though generally attributed to the generosity and wisdom of a central legislative body, the real spirit of its origin must be sought in the desires of the people who proposed to live in that Territory. It was the privilege of self-government, determined by the people, and granted by the supreme legislative body.

The Ordinance was not a cunning device wrought upon the theory of the abstract fitness of things. It arose from practical conditions, although its significance soon outstripped the most sanguine dreams of its originators. The design of Jefferson for universal freedom became enlarged, and was carried out by those directly interested in the settlement of the territory in question, and their faithful allies. The people demanded provisions for religion, for schools, and for the exclusion of slavery, and they were granted.

The far-reaching influence of the Ordinance was grasped by the mind of Webster, when he expressed his sentiments before Congress in the following words: "At the foundation of the constitution of these new north-western States, lies the celebrated Ordinance of 1787. We are accustomed, sir, to praise the law-givers of antiquity, and we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law, of any law-giver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. That instrument was drawn by Nathan Dane, then and now a citizen of Massachusetts.¹ It was adopted, as I think I have

¹ The most recent criticism on the Ordinance of 1787 considers it the product of many minds, and not of an individual. "No one," says Mr. Poole, "I think, in the present state of investigation, can be regarded as its author. It came from a committee, and what occurred in two sessions of the committee is not known. The scribe of the committee was Nathan Dane, and if the manuscript of the final draft could be found, it would probably appear in his handwriting." (See W. F. Poole, in *Papers of American Historical Association*, Vol. III.) The credit of framing the principal clauses is sometimes given to Dr. Manasseh Cutler, the director of the Ohio Company. Although he is entitled to much credit, his associates, General Rufus Putnam, Samuel Holden Parsons, as well as the prominent members of Congress, a majority of them southern members, must be considered worthy sharers of the honor. (Poole.) It must be remembered, also, that prior work of Thomas Jefferson had at least determined the plan of action.

understood, without the slightest alteration, and certainly it has happened to few men to be the author of a political measure of more large and enduring consequences."¹

The importance of the Ordinance appears in the fact that the Federal Government acknowledged its right and duty to look after the educational interests of the people, and that, having placed the means of education within reach of the State governments, it threw all responsibility of organization and control of education upon the States. It placed in the care of the State a trust fund for the support of education and held the State responsible for the administration of the same.

Started as a policy in reference to a single State, the grants for education extended to all the States admitted thereafter, with the exception of those² whose land policies had been already settled at the time of their admission.

Though furnished the means of education, the settlers of "the Ohio" encountered many of the same difficulties of planting a university in the wilderness that were met by the colonists on the Atlantic seaboard. To force nature, on the one hand, by hard toil to yield her resources, and, on the other hand, to protect their homes from the ravages of the Indians and the jealousy of foreign nations, required nearly their entire attention, and left little time for culture.

But the desire for culture and learning was deep-seated and constant. The Ohio country was chiefly settled by persons from the New England and Middle States, who carried with them notions of education entertained by their fathers. Consequently we find an eagerness to found universities and colleges at the earliest opportunity. Two years after Ohio became a State, the Ohio University was chartered and organized, and five years thereafter the Miami University was located in Butler County. Ten years before the admission of Indiana the University of Vincennes was chartered and organized. Michigan and Wisconsin each chartered a university while they were yet Territories.

These universities were necessarily of slow growth, and in this respect they were not unlike other institutions of their own time. The growth of permanent institutions in new countries is always slow. Harvard is great with two hundred and fifty years to grace her venerable life, and Yale University will soon celebrate her one hundred and ninetieth anniversary. If the Johns Hopkins University sprang within a decade to the foremost rank among the institutions of America, it was because the times were ripe for such an institution. More than two centuries of educational development prepared the way and made the support of the university possible.

Two principal motives characterize the haste to establish universities in this wilderness: the first was the zeal of the inhabitants for education, and the second the desire on the part of the people to secure to

¹ Webster's Works, III, 263.

² Maine, Vermont, Kentucky, West Virginia, and Texas.

their children the benefits of the Congressional grant. The principle was well illustrated that it takes something more than buildings and books and apparatus, and even professional teachers, to constitute a university. It takes the moral, intellectual, and material support of a community well advanced on the road to prosperity.

The management of the Congressional land grant for seminaries was an experiment, and almost a failure. The deplorably poor management of this public trust can not be entirely attributed to haste and inexperience, for Illinois, the last of the group to found a university, perhaps was the most unfortunate in the administration of the trust fund.

It is quite remarkable that, while Ohio has been trying to build three institutions endowed by the Federal Government, no less than thirty non-State universities and colleges have maintained a tolerably fair success, while some of these have rivalled in excellence the work of the State institutions. This might be urged as one of the circumstances preventing strong State institutions. If the best life forces of education are devoted to the upbuilding of local and denominational schools, a poorly managed State school-fund has small influence. Let it not be inferred that the writer has a desire to depreciate the work of non-State schools. Nothing can depreciate the work of these institutions. Through local pride and denominational zeal, through private benevolence and hard-grinding self-denial, multitudes of young men and women have been brought into the realm of culture, who otherwise would never have received the light, even with an Oxford or a Harvard in the State. The untiring zeal with which religious organizations have planted colleges and prospective universities in every valley of the West, as well as in every part of the South and East, is a spectacle for our wonder and admiration.

Scores of these institutions have succumbed to fate, while many others have had barely a nominal existence. Here, again, the zeal of propagandism and the appeal to local pride have called institutions prematurely into existence. Likewise the shifting tide of emigration and the powerful influences of railroads have left many a town with its embryo college by the wayside. With full recognition of all the merits of the multitude of schools that have been established, there has been a lack of centralization of power, of union of forces for utilizing in common the means of education. Where is there a fully equipped Methodist university, or a fully equipped Presbyterian or Baptist or Congregational university? Certainly not in America. There is a young State in the far West that contains among other institutions four colleges under the supervision of the Methodist Church. Each one of these colleges is ambitious to become a university. If three of them would be content to be colleges and allow the fourth to become a university, the latter might be a university in fact. But it will not be done, and thus educational forces are scattered.

In the North-West Territory, as in other parts of the United States,

schools under the patronage of the State have suffered not a little from the opposition of denominational schools, and this has tended to decentralize. It may be said, on the other hand, that State institutions have failed to recognize in some instances non-State schools or have treated them as rivals rather than as allies in a great cause. It is high time such folly and waste should be stopped by both sides.

The University of Michigan is the best example of the influence of a strong central institution in education. For years the youth from neighboring States have flocked to Ann Arbor as a Mecca of learning. Schools in other States, as well as in Michigan, have prepared students for the university. Taking the lead among the universities of the North-West, the University of Michigan has had a powerful influence in shaping the educational policy of neighboring States, and a reflex influence has been felt in Illinois, Indiana, and Ohio. In fact, Michigan influence has been felt from Cornell to California University.

How long this influence will last, in view of the coming rivalry of Wisconsin, Kansas, Nebraska, Iowa, Illinois, and Indiana Universities, remains to be seen. If in the past the interference of the State in education has been at times a failure, the manner in which the States of the North-West are now developing their universities leads us to suppose that instances of poor administration are very rare. In the management of the seminary grants Michigan, though not without mistakes, has the best record, and Illinois the poorest of the group of the North-Western States, as the following investigation will show. While it is greatly to be deplored by the friends of education that the interests of the seminary fund were sacrificed in previous years, it is on the other hand highly gratifying to observe the tendency of the Legislatures to make good all losses, and as far as possible redeem the past.

OHIO.

The history of higher education in Ohio is of unusual interest, for the reason that it was the first State to struggle with the Congressional seminary land grant. Without experience and without precedent, the first Legislature began its early work of carrying out the educational policy inaugurated by the action of the Federal Government in the celebrated ordinance of 1787.

It is very remarkable that these first grants of land for seminaries of learning were made through contracts with companies the members of which were warm advocates of the measures, while the whole responsibility of controlling and utilizing the grants devolved upon the State Legislature; that these companies had a semblance of private institutions while the State was yet to be built; and that this reservation of land in the contract was for the benefit of the future State and has become a national policy in the building of every State since that time.

The results of education in Ohio are quite remarkable, when it is considered that, while the Legislature has attempted to foster and develop no less than three distinct universities, a multitude of sectarian and private institutions have sprung up, some to perish for want of nourishment, some to continue a miserable existence, and others to rise to a position of usefulness and independence. Out of this sporadic group of institutions, thirty-three colleges and universities yet remain, sufficient to constitute Ohio the banner State in respect to the number of its institutions for liberal culture.

TREATMENT OF THE SEMINARY GRANTS.

The contract between the Ohio Company and the Federal Government embodied, among other things, that lot No. 16 in each township be given perpetually by Congress to the maintenance of schools, and lot No. 29 to the purposes of religion, and that two townships of good land near the center be also given for the support of a literary institution, to be applied to the intended object by the Legislature of the State.¹ In the same year John Cleves Symmes contracted with the Board of the Treasury for a large tract of land in the Territory in which reservations were made for schools and religion² similar to those in the grant to the Ohio Company, and one entire township was reserved for the support of a seminary of learning.

The former of these reservations led to the establishment of the State University of Ohio at Athens, and the latter to the founding of the Miami University. The selections of the first grant mentioned were made in 1795, in Athens and Alexander townships, by the Territorial Legislature. This body chartered in 1802, prior to the admission of Ohio as a State, the American Western University, at Athens, vesting the lands of the said townships in the corporation, and granting the trustees power to lease them for a period not to exceed twenty-one years.

The first Constitution of the State, adopted in 1802, assumes a liberal attitude toward education in general terms, but makes no specific provisions for the disposal of the seminary trust. It declares, nearly in the words of the compact of 1787, that "religion, morality, and knowledge being essentially necessary to the good government and the happiness of mankind, schools and the means of instruction shall be forever encouraged by legislative provision not inconsistent with the rights of conscience."³ Section twenty-five of the same article enacts that no law shall prevent the poor in different parts of the State from having full and "equal participation in the schools" endowed, "in whole or in part," from revenues arising from the Federal donation, and that "the doors of the said schools, academies, and universities shall be open for

¹ Bancroft, II, 433.

² These two grants were the only support ever given by Congress for the benefit of religion.

³ Constitution of 1802, Art. VIII, sec. 3.

the reception of scholars, students, and teachers of every grade, without any distinction or preference whatever, contrary to the intent for which the said donations were made.

In connection with this idea of free State education, may be quoted section twenty-seven, which shows the catholicity of view then entertained by granting unrestricted privileges to charter private institutions. It reads as follows: "That every association of persons, when regularly formed within this State, and having given themselves a name, may on application to the Legislature, be entitled to receive letters of incorporation to enable them to hold estates, real and personal, for the support of their schools, academies, colleges, universities, and other purposes." In the amended Constitution of 1851, this section and the twenty-fifth, were omitted; the third section was essentially retained, while new provisions were made for the protection and preservation of school funds and the establishment of a common school system.

FOUNDING OF THE OHIO UNIVERSITY.

In the year 1804 the State Legislature repealed the law of 1802, and organized¹ the "American Western University" under the name of the "Ohio University," and provided for its control by creating a board of trustees, twenty-one in number, of which the Governor of the State and the president of the university, are ex-officio members and the remainder are nominated by the board with the approval of the General Assembly.² The two townships of land were placed in charge of this board of trustees as an endowment for a university, and explicit instructions were given pertaining to the disposal of the same.

The lands were to be subdivided into tracts of not less than eighty nor more than two hundred acres, to be valued by three disinterested freeholders, as in their original and unimproved state, and to be leased "for the term of ninety years, renewable forever, on a yearly rent of six per centum on the amount of their valuation, so made by said freeholders; and the land so leased shall be subject to a re-valuation at the expiration of thirty-five years, and to another re-valuation at the expiration of sixty years from the commencement of the term of each lease. * * * Provided always that the corporation shall have the power to demand a further yearly rent on the said lands and tenements not exceeding the amount of the tax imposed on property of like description by the State."³ Section seventeen exempts these lands with the buildings upon them from all State taxes forever. "This last provision was in effect to give to the university the State taxes upon those two townships, though the State did not undertake to collect them."⁴

¹ Laws of Ohio, II, 193.

² Smart: Historical Sketches of Education in Ohio, 9.

³ Quoted in Historical Sketches of Education in Ohio, 10.

⁴ George W. Knight: History and Management of Land Grants for Education in the North-West Territory; Papers of American Historical Association, Vol. I, No. 3, p. 119.

This policy seems to have been very fair and entirely liberal to the lessees; had it been adhered to, doubtless the institution in question would have been well-off to-day. As we look back over the history of the disposition of the educational land grants in the several States, it seems that there could have been no better policy than that of long leases with frequent re-valuations of the property. Twenty thousand acres were applied for in the following year and it appeared that all of the lands would soon be taken. But Governor Tiffin recommended in his message that a more liberal policy be pursued toward the lessees; consequently the law of 1804 was amended¹ so that the lands appraised in their original and uncultivated state could be leased for a term of ninety-nine years, with the privilege of renewal, at an annual rent of six per centum on the appraised valuation. However, lands were not to be leased on a valuation less than one dollar and seventy-five cents per acre.² These lands, with the exception of about two thousand acres sold in fee-simple, are still held by perpetual lease yielding but a scanty income based upon a valuation of eighty-four years standing. According to President Scott,³ the rent from the forty-four thousand acres in 1883 was only twenty-four hundred dollars, while the aggregate assessed valuation of the university lands is \$1,060,000. The valuation of the act of 1805 for rental is only seventy thousand dollars; that is, had the first policy been adhered to, the university would now be receiving an income approximating \$63,600 in place of \$2,400.

A full discussion of the struggles of the university with the lessees and the Legislature is too long and complicated to be properly represented here, therefore only the conclusions will be given. When the law of 1804 was amended, in 1805, its meaning was not quite clear. This led to a contention as to whether the lands were subject to re-valuation. Consequently, in 1841, the trustees proceeded to re-value the lands, the thirty-five years specified in the first act having expired. The lessees objected, and the subject was argued before the supreme court of Ohio, which held that the lands were subject to re-valuation. The lessees appealed to the Legislature, and that body, strange as it may seem, practically set aside the decision of the supreme court in interpreting the meaning of the act of 1805.

Another similar misfortune is to be recorded, pertaining to the collection of the State taxes as an annual rent. The trustees, partly through neglect and partly through difficulty of collection, never received any rent in lieu of taxes until the year 1876. In 1841 they applied to the Legislature for assistance to enforce the collection, but without avail. Not until 1875 did the Legislature pass a law requiring the collection of the rents; since then the rents have been collected regularly, after having allowed the occupants to escape from taxation for seventy years. The yield of income from this source is about three thousand

¹ Laws of Ohio, III, 79.² Knight, 120.³ *Ibid.*, 121.

dollars, making the total income to the university arising from two townships of land about seven thousand four hundred dollars per annum.

During recent years the Legislature has sought to do justice to the Ohio University, the oldest college of the State, by appropriations to supplement its small income. In 1881, twenty thousand dollars were voted for repairs on the buildings;¹ in 1883, ten thousand dollars² to assist in the completion of the building; and again, in 1885, four thousand nine hundred dollars for current expenses.³ The university has received assistance at different times by appropriations from the Legislature amounting in all to about fifty-five thousand dollars.⁴

MIAMI UNIVERSITY.

The third seminary township granted to the State of Ohio in the contract of the Federal Government with John Cleves Symmes, was selected in Butler County, and is now known as Oxford. Immediately after this grant was confirmed by law,⁵ in 1792, commissioners were appointed to locate the lands. After the location nothing was done toward the founding of a university until 1809, when the Miami University was chartered⁶ and the seminary township granted to it as a permanent endowment. The terms for the disposal of the lands were exceedingly favorable to the new institution. They were divided into tracts containing not over one hundred and sixty acres, which were to be rented for ninety-nine years to the highest bidder, provided that no lease should be based on a valuation of less than two dollars per acre. The lessees were to pay an annual rent of six per centum on the first bid, and the lands were to be subjected to re-valuation every fifteen years. But in the following year the Legislature repealed that portion of the former act requiring a re-valuation every fifteen years.⁷ By this action the Legislature gave a blow to the university from which it never recovered. Could a wise policy have prevailed instead of the short-sighted haste to build a university in the wilderness, Miami University would doubtless be a flourishing institution at the present time. The Legislature tried to aid the university, but the entire assistance given amounted to about thirty thousand dollars.⁸

The university was not opened until 1824, while the lands were all taken as early as 1810. The valuation of the lands represents ninety-three thousand dollars, which yields an income of five thousand six hundred dollars. With this meager allowance the university continued its struggle for existence until 1873, when its doors were closed.

To revive an institution for which the State was in a great measure responsible, the Legislature in 1885 appropriated twenty thousand dol-

¹ Laws of Ohio, 1881, 68.

² *Ibid.*, 1883, 158.

³ *Ibid.*, 1885, 193.

⁴ Letter from President W. H. Scott, of Columbus, 1888.

⁵ United States Statutes, I. 266.

⁶ Laws of Ohio, VII, 184.

⁷ *Ibid.*, VIII, 95.

⁸ Letter from Pres. W. H. Scott, Columbus, July 31, 1888.

lars for repairs to the buildings of Miami University.¹ Other gifts have been made by the State. At present the university is in operation, having a productive fund of sixty-two thousand dollars, which yields an annual income of nine thousand five hundred dollars.²

It is generally conceded by all candid judgment on the subject that the management of the Ohio Seminary lands has been a failure, although the first plan for their management was well formed. It is not easy to explain the causes in a few words. Perhaps the haste to realize funds at once for carrying on the universities, the pressure brought to bear by the lessees and other interested parties, and the fact that the attention of the people was directed to the support of other institutions of learning, may be enumerated as the chief causes of the wild legislation and bad management of the funds.

OHIO STATE UNIVERSITY.

Under the grant of 1862 Ohio received, in land scrip, six hundred and thirty thousand acres. By an act³ of April, 1865, the Legislature authorized the sale of the land scrip at a minimum price of eighty cents per acre.⁴ Subsequently the minimum price was fixed at fifty-three cents per acre. The lands were soon sold, and brought the sum of \$340,906.80, or an average of about ninety-four and one-half cents per acre. This amount was increased by interest on its investment until the opening of the college, in 1870, when it amounted to over four hundred thousand dollars, and in 1876 to five hundred thousand dollars.

In the year 1878 an act was passed by the Legislature reorganizing the university, under the name of the "Ohio State University."⁵ It was located near Columbus, in Franklin County. The citizens of Columbus and of Franklin County gave three hundred thousand dollars for the erection of buildings. Another fund of about twenty-eight thousand dollars was contributed by the railroad companies and citizens combined.

Certain lands reserved by the compact of the United States and the Ohio Company, known as the Virginia military district, contained some remnants, which were donated to the State by the Federal Government in 1871. These lands in the following year were in turn donated by the State to the university at Columbus. They yielded upward of twenty thousand dollars. The funds of the institution have been constantly increasing. The last Report of the Commissioner of Education shows value of buildings, grounds, etc., to be eight hundred and fifty thousand dollars; the amount of productive funds to be \$537,841, and the income on productive funds to be \$32,270.

¹ Laws of Ohio, 1885, 193.

² Report of the Commissioner of Education, 1886-87, 701.

³ Laws of Ohio, LXII, 189.

⁴ *Ibid.*

⁵ Revised Statutes of Ohio (1886), Vol. III, Supplement, Title 37, p. 765.

The State has been generous in its aid to the institution by making needed appropriations and otherwise encouraging the growing university. The following is a list of the appropriations granted since its organization:¹

1876.....	\$5,150.90	1885.....	\$25,500.00
1879.....	15,800.00	1886.....	19,600.00
1880.....	8,500.00	1887.....	19,400.00
1881.....	1,350.00	1888.....	25,335.00
1882.....	21,850.00		
1883.....	22,150.00	Total.....	\$175,085.90
1884.....	10,450.00		

Other items swell the entire appropriation by the State to \$179,535.90.

SUMMARY OF GRANTS.

Ohio University, at Athens.....	\$55,000.00
Miami University, at Chillicothe	30,000.00
Ohio State University, at Columbus	179,535.90
Total.....	\$264,535.90

INDIANA.

TERRITORIAL EDUCATION.

The first Territorial Assembly of Indiana adopted measures for the establishment of a university. We have here one of the many instances on record of the attempts to place the "crown of the public school system" before the establishment of the system upon which it was to rest. However, it was not the intention of the early legislators to neglect the public common schools, seminaries and intermediate schools, as the sequel will show. It was to secure the Congressional seminary land grant and to obtain through the means of a university support to secondary and primary schools that a seminary of learning was to be planted in the wilderness. But it took over half a century to mature the plans of the early legislators.

The organization of the Indiana Territory took place in 1800, and four years thereafter Congress passed an act which provided among other things for the disposition of the public lands within the Territory. The act of Congress of 1804 divided the Territory into three land districts, viz, Kaskaskia, Detroit, and Vincennes, which later formed essentially the respective States of Illinois, Michigan, and Indiana.

The fifth section of the said act, after designating what land shall be reserved for public schools, states that there shall be set apart "an entire township in each of the three described tracts of country, or districts to be located by the Secretary of the Treasury for the use of a

¹ Letter from Pres. W. H. Scott, November 29, 1888.

seminary of learning."¹ It was not until October 10, 1806, that the township of land falling within Vincennes Territory was located, according to law, by Albert Gallatin, the Secretary of the Treasury.² The lands were chosen in Gibson County, and the university was located in the borough of Vincennes.

INCORPORATION OF VINCENNES UNIVERSITY.

The General Assembly at its first sitting (1806) passed an act incorporating the Vincennes University. A somewhat lengthy preamble sets forth the views of these early legislators on the importance of education.

The preamble commences as follows: "*Whereas*, The independence, happiness, and energy of every republic depends (under the influence of the destinies of Heaven) upon the wisdom, virtue, talents, and energy of its citizens and rulers; and *whereas*, science, literature, and the liberal arts contribute in an eminent degree to improve those qualities and acquirements."³ Proceeding from this the article continues to advocate learning as the support of "liberty" and "rational" religion; and "philosophy, and literature" as the best means of furnishing "pleasant occupation;" and the diffusion of knowledge as "requisite for a magistrate and elector." Then follows the body of the act, establishing a university, under the control of a board of trustees, who were given power to make laws for its control in accordance with the laws of the Territory and of the United States. The trustees were to appoint a president of the university, and "not exceeding four professors, for the instruction of youth in Latin, Greek, French, and the English languages, mathematics, natural philosophy, logic, rhetoric, and the law of nature and of nations."

It was further enacted that the departments of theology, law, and physics might be established, and whenever the funds of the university permitted, all students were to be educated gratis in all or any of the branches they might require. "No particular tenets of religion" were to be taught in the university.

Among other things provided for in this act was the raising of funds, not exceeding two thousand dollars, by means of a lottery, "to be conducted by five discreet persons chosen by the trustees;" also, a clause was inserted providing for the teaching of the children of the Indians, who were to be instructed, clothed, and fed while in attendance.

It was further enacted "that the said trustees, as soon as in their opinion the funds of the said institution will admit, are hereby required to establish an institution for the education of females," etc.

Thus was established the first university in the new Territory, but it

¹ U. S. Statutes, II, 277.

² Woodburn's History of Higher Education in Indiana, MS. for circular of Information, Bureau of Education.

³ Woodburn, MS.

was only established by law; it was not yet built. Time must first see the failure of the exalted plans of the founders, the doors of a struggling institution closed before a university could be developed.

It was not until the year 1810 that the university was formally opened for instruction, and then it was only allowed to teach the elementary branches until the university should gain strength. Even then the university must start with the private school of Rev. Samuel Scott as a nucleus.

In 1807 the trustees were legally authorized to sell a quantity of land, not exceeding four thousand acres, of the seminary township, and to rent the remainder "to the best advantages for the use of said university."¹ The trustees soon sold four thousand one hundred and thirty-six acres, and rented parts of the remainder. With the proceeds, about six thousand dollars, the first building was erected. Although the school was in existence from this date until 1825, neither the State nor Territory gave it aid. The trustees allowed their organization to become illegal through lack of attention, and the State withdrew its care.

In 1822 the State passed an act virtually confiscating the lands of the university, and devoted them to the support of the State seminary established at Bloomington. In consequence of this act the institution was suspended in the following year, and afterward re-opened under the name of the Knox County Institute.

In 1824 the Legislature declared that the Vincennes University "had expired through the negligence of its members."²

"This act of 1822 recited the fact that the trustees of the Vincennes University 'had sold portions of such lands, and had negligently permitted the corporation to die without having executed deeds to purchasers,' and the act provided for the sale of the seminary township, in Gibson County, and for the use of the money as a productive fund for the benefit of the State seminary previously established at Bloomington."³

Proceeding upon the assumption that the lands granted to Vincennes University still belonged to the State, the Legislature passed acts in 1825 and 1827⁴ which authorized the sale of the seminary townships in Gibson and Monroe Counties.⁵

It was further provided "that it shall be the duty of the Treasurer of the State to pay quarter-yearly to the president of the board of trustees of the State seminary, to the order of said president, * * * any interest of money in his hands that may have heretofore accrued, or that may hereafter accrue, from the sales of the seminary townships aforesaid."⁶ However, no greater sums should be paid in this manner than the amount of the yearly expenses for salaries in the seminary.

¹ Cf. Knight, 124-5.

² Knight, 126.

³ Woodburn, MS.

⁴ Laws of 1827, chap. 100, p. 95.

⁵ Three sections near the seminary were reserved.

⁶ Laws of 1827, chap. 100, p. 98.

LITIGATION BETWEEN THE VINCENNES UNIVERSITY AND THE STATE OF INDIANA.

In the year 1828 the Legislature authorized a loan of the seminary funds and the payment of the interest to Indiana College.¹

From the above acts, under which seventeen thousand acres of Gibson County lands were sold and the proceeds placed to the credit of the State seminary fund, sprang the famous litigation between the trustees of Vincennes University and the State of Indiana. The history of this litigation is briefly stated in Woodburn's History of Higher Education in Indiana as follows :

"The withdrawal of State care and attention from this early school is not fully explained. The removal of the capital of the Territory, and consequently of public influence from Vincennes to Corydon, in 1813, the carelessness and suspension of its own board of trustees, and the indifference of its friends, the rise of similar 'academies' and 'seminaries' in other portions of the State, the desire to have the State seminary near the center of population, which was moving rapidly toward the north, and perhaps political influence—all these worked adversely to the continuance of the school at Vincennes as a State institution.

"But after the school had continued for some years as the Knox County Seminary, the old corporation was resuscitated by an act of the Legislature in 1838 making provision for supplying vacancies in the board of trustees. A clause, however, was inserted in this act intended to prevent the renewal of any claim to the seminary township taken from it in 1822. But in 1845 the trustees of Vincennes University, thus revived, laid claim to the Gibson County lands and to the proceeds of previous sales made by the State, which had been transferred to the Indiana University, formerly the State seminary, and suit was brought to test the question of title.

"In January, 1846, in order to make legal a suit against the State and to relieve the occupants of the lands of responsibility and litigation, an act was passed by the State Legislature authorizing the trustees of Vincennes University to bring suit against the State of Indiana for other purposes. This suit in the Marion County circuit court resulted in a decree in favor of the trustees in the amount of \$30,099.66.

"On an appeal to the supreme court of the State the decision was reversed, the court holding that the act of the Territorial Legislature of 1806 granting the lands of the Vincennes University was nugatory, because no such power was vested in it by act of Congress, and that they were not, at the time of sale and disposal, in existence as a corporation, having allowed their corporation to lapse.

"The trustees of Vincennes University were not satisfied with this decision, and they sued out a writ of error from the Supreme Court of the United States, which at the December term, 1852, reversed the decis-

¹ Laws of 1828, chap. 87, p. 127.

ion of the supreme court of the State, holding that when the Territorial Legislature of 1806 incorporated a 'board of trustees for the Vincennes University,' a grant of a township in the Vincennes district by the Congress of 1804, and which was located by the Secretary of the Treasury in 1806, attached to this board, although for the two preceding years there had been no grantee in existence; and holding further that if the board of trustees, by a failure to elect when vacancies occurred or through any other means, became reduced to a less number than was authorized to act by the charter, the corporation was not thereby dissolved, but its franchises only suspended until restored by legislative action."

The Vincennes University obtained judgment in its favor to the amount of \$66,585, but as one-fourth went for counsel fees¹ only about forty thousand dollars were realized.

CONSTITUTIONAL PROVISIONS.

The attitude of the State of Indiana toward the promotion of education and the establishment of a system of schools including all grades from the elementary to the university is plainly indicated in the first State Constitution, adopted in 1816. As in its Territorial organization, so now legislators were ambitious for the advancement of learning. The statesmen provided for a system of education by a constitutional act, and the people voted for the same; but many years were to elapse before a respectable system of schools should be established. There was need of the schools, but the nascent state of the country would not admit of a full organization. Even the beginnings of colleges and universities, started under whatsoever auspices, were feeble institutions at best.

Section one of Article IX of the Constitution of 1816 treats of the necessity of a general diffusion of "knowledge and learning" for the "preservation of a free government," enjoins upon the General Assembly the duty of protecting and improving the public lands granted for school purposes, and finally closes with the following clause: "The General Assembly shall, from time to time, pass such laws as shall be calculated to encourage intellectual, scientific, and agricultural improvement by allowing rewards and immunities for the promotion and improvement of arts, sciences, commerce, manufactures, and natural history, and to countenance and encourage the principles of humanity, industry, and morality."² This was followed by a more specific statement, which enacts that, "It shall be the duty of the General Assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools to a State university, wherein tuition shall be gratis

¹ The trustees brought suit against their counsel, Mr. Judah, for retaining an exorbitant fee. Mr. Judah, after sustaining defeat in two lower courts, finally won the case in the Supreme Court of the United States.

² Constitution of Indiana (1816), Art. IX, sec. 1.

and equally open to all."¹ It was further provided that, "For the promotion of such salutary ends, the money which shall be paid as an equivalent by persons exempt from militia duty, except in times of war, shall be exclusively and in equal proportions applied to the support of county seminaries; also all fines assessed for any breach of the penal laws shall be applied to said seminaries in the counties wherein they shall be assessed."²

THE NATURE OF THE SCHOOL SYSTEM.

Thus "the pioneer legislators of Indiana conceived an educational system that should meet the entire wants of the people. The common school was to be its base and the State university its apex. The county seminary was to fill the space between and furnish a preparatory course for the university. The conception was good in theory, but did not succeed well in practice. The failure was caused by a general want of successful educators at the head of the county seminaries who could draw support and build them up."³

But this plan has been approximated to after many years of partial success and failure. The undeveloped state of the country must be taken into account for the greater part of the failure. It is shown by the history of every State in the Union that where a territory is settled by individuals, and local interests have been first inaugurated, a complex school system can not exist until a comparatively highly developed state of society is reached.

Localism and sectionalism, which have brought into existence so many premature institutions, and have likewise caused their early death, have had their influence upon State systems of learning everywhere. Not until a new territory becomes sufficiently thickly settled, so that the interests of different sections touch each other and a common sentiment of justice flows, and a feeling of unity prevails throughout the State, will there be a successful system of education. Commonwealths grow into real being, and in nearly every case the first legislators anticipate the needs of a people by a long period of time.

The university was not organized for eighteen years after the adoption of the Constitution, although a seminary was soon started. There was provision in 1824 for the organization of county seminaries, while the common school system was not established until 1851, thirty-five years after the adoption of the Constitution, forty-seven after the Territorial organization, and one hundred and twenty-one after the settlement of the country (1730).

FOUNDING OF THE UNIVERSITY.

When Indiana was admitted to the Union in 1816, an additional township of land was granted to the State for the support of an institution

¹ Constitution of Indiana (1816), Art. IX, sec. 2. ² Smart: Schools of Indiana, 26.

³ *Ibid.*, sec. 3.

of advanced learning. A provision in the Constitution required that no lands should be sold prior to 1820. In this year the State Seminary was incorporated,¹ and located at Bloomington, in Monroe County. This was the organic beginning of the present Indiana University. The seminary was endowed with the new township, and also with the Gibson County lands, hitherto referred to as granted to Vincennes University, with the exception of four thousand acres already sold.

TREATMENT OF PUBLIC LANDS.

The first plan was to derive an income for the new institution by lease of the lands,² but afterwards it was determined to sell the remainder of these lands, the minimum price being fixed at five dollars per acre.³

"This is the earliest instance," says Knight, "in the North-West Territory where the system of leasing university lands was formally abandoned in favor of the method since adopted by the five States."⁴ But it seems that the Legislature returned to the old plan and leased the Monroe County lands at public auction by an act of 1825, the minimum rental being fixed at sixty-two and one-half cents per acre.⁵ All the rents and accumulations of the fund of the Gibson County lands were appropriated at this time by the Legislature.

Two years later it was enacted that all the unsold lands should be divided into three classes, and the minimum prices be graded at three dollars and a half, two and a quarter, and one and a quarter, respectively.⁶

These lands, with the exception of three sections near the university, were to be sold at public auction within a year, and the proceeds placed in the State treasury, while the interest was placed under the control of the trustees. The fund was loaned in small amounts to private parties on not more than five years' time, at six per cent. per annum, instead, as had been the custom previously, of loaning to the State.⁷

In 1828 the three sections near Bloomington, previously reserved, were placed under the control of the trustees. Subsequently (1830) one section was sold,⁸ at a minimum price of five dollars per acre, and finally the remaining two, to purchase apparatus for the college. The lands not sold at auction might be purchased privately at the minimum prices established in 1827. The minimum prices of the three grades of land above referred to were placed in 1830 at two dollars and a half, one and a half,

¹ Laws of Indiana, 1820, chap. 48, p. 32.

² *Ibid.*, p. 160.

³ *Ibid.*, 1822, p. 111.

⁴ Land Grants for Education in the North-West Territory.

⁵ Laws of Indiana, 1825, p. 97; see Knight, 126.

⁶ See Knight, 127.

⁷ Laws of Indiana, 1828, p. 127.

⁸ *Ibid.*, 1830, p. 166.

and seventy-five cents per acre, respectively.¹ At these low prices a greater proportion of the lands were soon sold, but the remainder was taken up slowly.

By 1843 forty-two thousand acres had been sold, which yielded an income of about five thousand dollars to the university, the fund itself amounting in 1846 to \$59,770, exclusive of balances still due from purchasers.²

After the case in litigation between the Vincennes University and the Indiana University was finally decided in the former's favor, the United States granted to the Indiana University an amount of land equivalent to the amount for which the Vincennes University had obtained judgment; and again, in 1852, the Federal Government granted 4,136 acres in lieu of the four thousand acres sold by the Vincennes University.³ Thus more than a township of new lands accrued to the Indiana University, which were appraised in 1859 and sold at auction. From sixty thousand acres thus sold \$139,036.74 were realized, and composed the fund in 1882.⁴ This was at an average of about two dollars and thirty cents per acre. At that date there were 8,526 acres still unsold.

INDIANA COLLEGE.

To place the seminary under more immediate control of the Legislature, a board of visitors was instituted and required to report annually to the General Assembly.⁵

In the following year (1828) the seminary⁶ was changed into the Indiana College, which was placed under the control of fifteen trustees.⁷ The college was established "for the education of youth in the American, learned, and foreign languages, the useful arts, science, and literature."⁸ It was enacted that no sectarian principles were to be inculcated, and that instructors and students were not to be denied any rights and privileges on account of religious opinions. Immediately following this change, the vigorous and popular administration of Dr. Andrew Wylie took place. The old-time classical college curriculum was followed, which afterwards gave place to the "one study" system.⁹

INDIANA UNIVERSITY.

Again, in 1838, the Indiana College was enlarged, and became Indiana University,⁹ which latter name it has retained to the present time.

¹ Laws of Indiana, 1830, p. 167.

² Auditor's Report, 1845; quoted by Knight, 127.

³ Knight, 130; cites U. S. Statutes, X, 267.

⁴ Auditor's Report, 1882.

⁵ Woodburn, MS.; Laws of Indiana, 1827, chap. 101, p. 90.

⁶ Smart, 138.

⁷ Laws of Indiana, 1828, chap. 82, p. 115.

⁸ Woodburn, MS.

⁹ Smart, 138.

The powers, rights, and property of the trustees of Indiana College were vested in the trustees of Indiana University. The sciences of law and medicine were added to the course of study, and the university was placed under the control of twenty-one trustees.¹ The law school was organized in 1840 and continued until 1877, when it was abolished; a school of medicine was never established. The board of trustees was reduced to nine members in 1841.²

By laws passed in 1852 and 1855, respectively, the Governor of the State, the Lieutenant-Governor, Judges of the Supreme Court, Speaker of the House, and Superintendent of Public Instruction were made *ex officio* members of the board of trustees, consisting regularly of eight members.

From the time of the organization of the seminary through its changes into Indiana College and finally to Indiana University, even to the year 1867, the institution had been subject to State control, but had received no aid from the State treasury. It is true that a law was enacted by the Legislature in 1828 for the purpose of raising revenue by local taxation for the Gibson County Seminary. By this act fifty per cent. was levied "on the State and county revenue on all persons and property within the town of Princeton; twenty-five per cent. on all persons and property not within said town, but within a distance of two miles; twelve and one-half per cent. within a distance of two to four miles; and eight per cent. on persons and property within the county and not including the foregoing lists. It was a State institution in creation and control, but still a Federal institution in its support.

But a new era dawned upon the university at this time. By an act of March 8, 1867, the Legislature, in order to supplement the meagre endowment of the university, made an annual appropriation of eight thousand dollars. Soon afterward eight thousand dollars additional was voted to meet the indebtedness of the institution.

In 1873 the annual endowment³ was increased by the sum of fifteen thousand dollars, making the permanent annual endowment twenty-three thousand dollars.

The most notable advance in the legal history of the university, and the one which will do more than any other to result in the fulfilment of the ideas of the founders of the institution, is found in the "Act to provide a fund for the permanent endowment of the Indiana University," approved March 8, 1883. By this act, the passage of which was secured largely by the efforts of the alumni, it was provided that "there shall be assessed and collected, as State revenues are assessed and collected, in the year 1883 and in each of the succeeding twelve years, the sum of one-half of one per cent. on each hundred dollars of taxable property in the State, which money when collected and paid into the

¹ Laws of Indiana, 1838, chap. 1021, p. 294.

² Laws of Indiana, 1828, chap. 83, p. 120.

³ *Ibid.*, 1867, chap. vi, p. 20.

⁴ Woodburn, MS.

⁵ *Ibid.*, 1873, chap. v, p. 17.

State treasury in each of the years named in this act shall be placed to the credit of a fund known as the Permanent Endowment Fund of the Indiana University.¹ It is estimated that this tax will give a fund in twelve years of more than seven hundred thousand dollars.

SPECIAL APPROPRIATIONS.

Besides those already mentioned the Legislature of Indiana has made special appropriations to the university at Bloomington as follows: In 1873, for building purposes,² ten thousand dollars; in 1873, for contingent expenses,² twelve thousand dollars; in 1874, for building purposes, ten thousand dollars; in 1874, for contingent expenses, twelve thousand dollars. In 1885 the sum of thirty thousand dollars was granted for the purpose of erecting buildings destroyed by fire.³ For the latter purpose two colleges were erected by Monroe County.

PURDUE UNIVERSITY.

This institution was first organized under the name of the Indiana Agricultural College, located at La Fayette, in accordance with the stipulations of the Congressional grant of 1862. Indiana's share of the grant was 390,000 acres in land scrip, which yielded a fund from sales of \$212,238.50; this had increased to the sum of \$265,000 in 1876, according to Mr. Smart,⁴ and amounted in 1885 to \$340,000, yielding an annual income of \$17,000.⁵

Hon. John Purdue, a citizen of La Fayette, gave as an endowment to the college one hundred and fifty thousand dollars, and its name was subsequently changed to Purdue University. On condition that it should be located in Tippecanoe County said county gave to the University the sum of fifty thousand dollars. To carry out its part of the contract the State, by the General Assembly, devoted eighty thousand dollars for buildings and grounds.⁶

The total value of the funds, productive and unproductive, amounted to \$650,000 in 1883.⁷

The State has made the following special appropriations for its support:

1873.—Improvements.....	\$60,000
1875.—For two years.....	20,000
1877.—For two years.....	19,500
1879.—For two years.....	9,000
1881.—For two years.....	40,000
1885.—For four years.....	88,000
1885.—For improvements.....	12,500
Total.....	¹⁰ \$249,000

¹ Quoted in Woodburn's History of Higher Education in Indiana.

² Laws of Indiana, 1873, pp. 8, 9.

³ *Ibid.*, 1885, chap. 32, p. 65.

⁴ Schools of Indiana, 155.

⁵ *Ibid.*

⁶ State Report, 1882-83

⁷ *Ibid.*

⁸ Laws of Indiana, 1873, chap. IV, p. 16.

⁹ *Ibid.*, 1885, chap. X, p. 10.

¹⁰ Letter from President J. H. Smart, January 18, 1889.

COUNTY SEMINARIES.

The seminaries of Indiana would fall, according to modern classification, within the grade of secondary schools; but as a support and beginning of higher education in early times they deserve a passing notice. Elsewhere in this paper the constitutional provisions relative to the public school system have been cited as authorizing "seminaries" of learning in the several counties. This was followed by a law, approved in 1824, authorizing the establishment of seminaries in each county in the State. In the following year county seminaries and district schools began to be built by means of public revenue, supplemented by contributions of materials and labor levied as a tax on individuals.¹ The frequent incorporation of seminaries seemed to indicate that the system would be a success.

By an act of the Legislature passed in 1827 seminaries were incorporated in Wayne, Franklin, Henry, Rush, Randolph, Allen, Vigo, Daviess, Madison, Hamilton, and Sullivan Counties.² By subsequent acts of the same year a seminary was incorporated in each of the following counties,³ viz: Washington, Harrison, Knox, Fayette, and Clark.

Yet the system did not succeed, although by 1837 the General Assembly had incorporated twenty-six by special legislation, and many more under a general law.

However, in 1852, after the reorganization of the school system under its present form, the Legislature ordered the sale of all the property, real and personal, constituting the county seminaries, and the placing of the net proceeds to the credit of the common school fund.⁴

THE COMMON SCHOOL FUND.

Although the system of public schools was not established until 1852, the permanent fund of the same has grown to enormous proportions, and has been derived principally from the following sources:

(1) The sale of the township sixteenth sections granted for common schools, as in other States.

(2) In 1834 a fund of eighty thousand dollars was derived from a tax of twelve and one-half per cent. on each share of bank stock.

(3) The Legislature provided by the same act that the State bank should be established, and authorized a loan of \$1,300,000; eight hundred thousand dollars of this was to pay for the stock in the bank, and five hundred thousand dollars to be loaned to individuals.⁵ A sinking

¹ State Report, 1834, 11; one of the early school taxes in Indiana was levied in the form of days' work; every citizen in the district was obliged to furnish so many days work or its equivalent in materials.

² Statutes of Indiana, 1827, chap. 94, pp. 87-99.

³ Laws of 1827, chaps. 95, 96, 97, 98, 99.

⁴ Smart, 40.

⁵ *Ibid.*, 38.

fund was established to pay the loan, including the expenses and the interest; the remainder of the loan was ordered to be turned into a permanent fund for the purpose of common school education. This has increased the common school fund about \$5,500,000.¹

(4) The surplus revenue fund of 1836 was devoted to the cause of education, and yielded the sum of \$862,254 to Indiana's share; \$573,502.96 were set apart to augment the common school fund.

(5) The proceeds of the sales of swamp lands of the 1850 grant were devoted to the common school fund.

(6) All salt springs in Indiana Territory, granted to the Territory by act of Congress in 1816, were devoted to the school fund. From this source eighty-five thousand dollars were realized.

(7) Sales of the county seminary lands were returned to common school fund.

(8) The contingent fund, yielded from escheats, fines, etc.

The fund has continued to increase from time to time until it now amounts to nearly nine millions (\$8,799,191).² Nearly the entire fund was devoted to common schools.

SUMMARY OF GRANTS.

Indiana University, Bloomington.

Annual grant, 1867-73, \$8,000	\$48,000
Annual grant, 1873-89, \$23,000	374,000
Special appropriation	82,000
One-half of one per cent. tax on each \$100 of taxable property in the State for a term of twelve years, 1883-95, estimated	700,000
Total	\$1,204,000

Purdue University.

Appropriations, 1873-1889	249,000
Total	\$1,453,000

ILLINOIS.

No direct efforts were made by the State of Illinois to encourage higher education until the year 1867. The action taken then was in compliance with the conditions of the act of Congress donating public lands to the several States for the purpose of establishing colleges for the benefit of agriculture and the mechanic arts. The attitude of the State during the first fifty years of its existence was, on the whole, one of indifference to the interests of higher education. Not only did the State withhold the funds which the Federal Government appropriated

¹ Smart, 39.² *Ibid.*, 9.

for the establishment of a college and seminary of learning, but for a number of years made use of them for other purposes, thus in a sense antagonizing the interests of higher education.¹

COLLEGE AND SEMINARY FUNDS.

In 1804 Congress, as we have seen in a previous chapter, established three land districts in the Territory of Indiana (Vincennes, Kaskaskia, and Detroit). In each of these land districts a certain section in every township was set apart for school purposes, and also one township in each land district for the use of a seminary of learning. In 1809 the Kaskaskia district became known as the Territory of Illinois, retaining the same rights and privileges as under the former government.² The act admitting Illinois into the Union in 1818 confirmed the appropriations made for the Territory, and in addition gave a second township for the support of a seminary of learning.³ This additional appropriation of a township was made in such terms as to permit the State to select the land in choice, detached tracts. Thus better lands were obtained for higher education than could have been selected under the old requirement.

Still another provision of this act of Congress especially favored the promotion of higher education in Illinois. Instead of granting 5 per cent. of the proceeds derived from the sale of public lands for building roads, as had always been done, the act set apart only 2 per cent. for that purpose and 3 per cent. for the encouragement of learning, of which a sixth part should be exclusively bestowed upon a college or university.⁴ The principal object of this provision was that immediate aid might be given to schools and to a college, which at that time were provided for only by the sale of waste lands.⁵

But so far as the establishment of a college was concerned, no steps were taken in that direction until the year 1833. In that year a bill to incorporate an institution under the name of Illinois University, and to endow it with the college and seminary funds, was introduced into the State Legislature, but was defeated. The cause of the failure of the bill was, as appeared at the time, due to the jealousy which it aroused among other colleges then in existence but not incorporated, which feared that they would be completely overshadowed by a well endowed State university. No doubt the opposition thus aroused helped to defeat the bill, but in the light of the accompanying legislation a more potent cause was the absence of the college and seminary fund.⁶ The funds had

¹ W. L. Pillsbury: Early Education in Illinois; Illinois School Report for 1885-86, CXII.

² Pillsbury: Ill. Sch. Rep., 1885-86, cv.

³ Poore, 438.

⁴ *Ibid.*, 438.

⁵ Annals of the 15th Congress, April 4, 1848.

⁶ Pillsbury: Ill. Sch. Rep., 1885-86, cxii.

evidently been used up in defraying the expenses of the government, and could not at that time have been produced.¹

The action of the State Legislature four years before, in their haste to dispose of the seminary lands, strengthens this view. In 1829 the Legislature had authorized the sale of these lands at public auction, with a minimum price placed upon them of \$1.25 an acre.² In a short time sixty-seven and a half out of the seventy-two sections were sold, and but three of them for more than the minimum price.³ At this time there was no institution dependent upon the proceeds of these sales for support, nor, so far as can be learned, did the Legislature contemplate establishing one. As a matter of fact none was established for over a quarter of a century. It is evident from a careful review of the transactions of these few years that the State Government was in need of money to defray its expenses, and, rather than raise it by a tax upon the people, sold out at auction these lands appropriated by the Federal Government for the benefit of a seminary of learning.⁴

After the sale of the seminary lands the derived proceeds, together with the college fund, were borrowed at once by the State at six per cent. interest, the interest to be added to the principal until used.⁵ This action on the part of the State confirms the view expressed above, that it needed money and adopted this means of obtaining it. It will be noticed further, that the addition each year of the interest to the principal was a mere nominal transaction. The transfer needed simply to be made upon the books. In 1835 it was provided that the interest should be loaned to the school fund for distribution over the State.⁶ This continued until the establishment of the State Normal University in 1857, when the income of the college and seminary funds was turned over to it.⁷ The State has never repaid the interest on the seminary fund during this period (1835-1857)⁸ though it has paid that of the college fund.⁹

The proceeds of the sale of the seminary lands amounted in all to about sixty thousand dollars, and the interest on this for twenty-two years, which was never repaid, amounted to twenty thousand dollars.¹⁰

The college fund, or one-sixth of three per cent. of the proceeds of the sale of public lands, amounted to \$118,790. Part of the interest upon this was granted for the erection of the State Normal University build-

¹ For full discussion of this and the following, see Knight, 205.

² Illinois Laws.

³ Pillsbury: Sketch of the Permanent Public School Funds of Illinois; Illinois School Report for 1881-82, cxxxiii.

⁴ See Knight, 206.

⁵ Illinois Laws, 118.

⁶ *Ibid.*, 1835, 23.

⁷ *Ibid.*, 1857, 300.

⁸ Pillsbury: Illinois School Report 1881-82, cxxxiv.

⁹ *Ibid.*, cxxxvii.

¹⁰ *Ibid.*, cxxxiv.

ing in 1857. The remainder of the interest up to 1882 was added to the principal, which at that date stood upon the State auditor's books at \$156,613.¹

COLLEGES AND ACADEMIES.

The only assistance that the State of Illinois gave to higher education in this early period was in granting charters to academies and colleges. At first even these were not given without jealous restrictions;² for instance, no professor of theology was allowed to occupy a college chair, no theological department was to be created in any form, no religious test was to be made in the selection of trustees, etc., and the Attorney-General was especially authorized to proceed at once against any college corporation that should violate these restrictions in any respect. It is interesting to notice in this connection that the constitutions of Illinois down to the one of 1870 did not recognize the establishment of schools as a public function. The Constitution of 1848 indirectly recognized the usefulness of schools by giving the General Assembly power to exempt certain school or college property from taxation at discretion.³

The Legislature of 1840-41 abolished the above theological restrictions, and repealed the section which prohibited a college corporation holding land exceeding one square mile in perpetuity.⁴

The Legislature of 1842-43 passed a general law for the incorporation of colleges, and exempted ten acres of land owned by any literary institution from taxation, and for colleges and seminaries of learning 100 acres used as their location, including buildings and apparatus.⁵ This same Legislature also founded the State Museum of Geology.

STATE NORMAL UNIVERSITY.

The State Normal University was established by an act of the Legislature February 18, 1857. As mentioned above, the interest on the college and seminary funds was appropriated to the university, except one-twenty-fourth per cent., which had previously been granted to the Deaf and Dumb Institute at Jacksonville.

The treatment of normal schools does not properly come within the scope of this work, but an exception must be made in the case of the normal schools of Illinois, for the reason that they were endowed with funds appropriated by Congress for a college and a seminary of learning. The president of the State Normal University, in the School Report for 1865-66, defends at some length the position that that institution was, in the dictionary sense of the term, a college, and a proper receptacle for the Congressional grant to the State of Illinois. The fact that there was occasion for such a defence indicates that this view was not universally accepted. Since, however, it was the State which put this construction upon the nature of the university, and since later it

¹ Pillsbury: Illinois School Report, 1881-82, cxxxvii.

² Willard, cxi.

³ Poore, 464.

⁴ Willard, cxv.

⁵ Illinois Laws.

has made appropriations for the maintenance of the Southern Normal University, established in 1869, its aid to these institutions should be considered as an aid toward higher education.

The State of Illinois did nothing, however, toward the maintenance of the State Normal University, except to transfer the interest of the seminary and college funds to its support. In 1869 the Southern Illinois Normal University was incorporated, and since 1877 the income of both funds has been equally divided between the two normal schools.¹

By the same act which incorporated the Southern Illinois Normal University seventy-five thousand dollars were appropriated to erect buildings.² In 1871 the State Legislature appropriated fifty thousand dollars,³ and in 1873 eighty thousand dollars,⁴ for the completion of the buildings. In 1885 one hundred and fifty thousand dollars⁵ were appropriated for the rebuilding of property destroyed by fire.

GROWTH OF HIGHER EDUCATION.

Although no organized effort was made on the part of the State in the interests of higher education until very late in the history of Illinois, its need was felt and other means were found for supplying seminaries and colleges. As early as 1700 the French Jesuits are said to have founded a college at Kaskaskia. But this report is not to be accepted without reserve.⁶ No trace of such an institution remains, and it is very probable that the college existed principally in name, and in the cherished hopes of its founders.

In the early part of this century, when Illinois was gradually becoming settled, academies endowed by private means sprang up in different parts of the State, followed later by colleges and seminaries similarly endowed. In 1841 there were in existence seven thriving colleges and forty-one academies.⁷ The abolishing of certain restrictions upon colleges in this same year, and the extension of the rights of colleges to hold property a few years afterward, show that the State was beginning to awaken to the needs of a higher education. The establishment of the State Normal University in 1857 was a decided step taken in the direction of higher education by the State. Indeed, it is claimed that the movement which gave to the States their industrial colleges had its origin in Illinois. At all events, the project was first given tangible shape at a farmers' convention held in Granville, November 18, 1851, in which Prof. J. B. Turner, of Jacksonville, presented his "plan for an industrial university for the State of Illinois."⁸

We come now to the main effort made by the State of Illinois toward higher education, viz., in establishing

¹ Pillsbury: Ill. Sch. Rep., 1881-82, cxxxv.

² Illinois Laws.

³ *Ibid.*

⁴ *Ibid.*

⁵ *Ibid.*

⁶ Willard, xcix.

⁷ Pillsbury, Ill. Sch. Rep., 1885-86, cxi.

⁸ *Ibid.*, 1881-82, cxi.

THE ILLINOIS INDUSTRIAL UNIVERSITY.

In accordance with the provisions of the act of Congress donating public lands to the several States, for the purpose of establishing agricultural colleges, the State Legislature in the early months of 1867 passed acts for the location, organization, and endowment of the Illinois Industrial University. By one of the provisions of the organization act, the Governor was empowered to appoint a board of trustees¹ consisting of five persons, resident in each of the judicial grand divisions of the State, together with one resident in each of the Congressional districts of the State. This board was a body corporate and politic, and had complete control of the financial management of the institution. At the first regular meeting the trustees were empowered to appoint a regent, who, together with the Governor, State Superintendent of Public Instruction, and president of the State Agricultural Society, should be *ex officio* members of the board of trustees. Said regent should be charged with the general supervision of the educational facilities and interests of the university, and his term of office should be two years.

Illinois received, according to her representation in Congress, four hundred and eighty thousand acres of land scrip. The endowment fund derived from this source was a little over four hundred and fifty thousand dollars, and about fifteen thousand acres of land located in Minnesota and Nebraska, value undetermined.

The scrip was turned over by the State to the trustees of the university. In consideration of the permanent location of the university at Urbana, Champaign County, it received the Urbana and Champaign Institute buildings and grounds, containing about ten acres. Also, one hundred and sixty acres of land adjacent thereto; also, four hundred acres of land * * * distant not exceeding one mile from the corporate limits of the city of Urbana. Also four hundred and ten acres of land * * * within one mile of the buildings herein offered. Also the donation offered by the Illinois Central Railroad Company, of fifty thousand dollars' worth of freight over said road for the benefit of said university. The university also received from the county over one hundred thousand dollars in bonds, fruit trees, shrubbery, etc. In all, the university received in consideration of its location an estimated amount of four hundred and fifty thousand dollars.

The first appropriation made by the State Legislature for the benefit of the State university was in March, 1869. The appropriation amounted to sixty thousand dollars in all, twelve thousand five hundred dollars per annum for two years to the agricultural department, ten thousand dollars per annum for two years to the horticultural department, five thousand dollars to the chemical department, and ten thousand dollars for apparatus, books, etc.

¹ Illinois Laws.

In April, 1871, an additional appropriation of one hundred and twenty-five thousand dollars was made; seventy-five thousand dollars for the erection of a main building, to contain a hall, library, geological, zoölogical, and botanical rooms, etc., twenty-five thousand dollars for the erection of a building for the mechanical department, five thousand five hundred dollars for chemical and mining departments, three thousand five hundred dollars for the horticultural department, sixteen thousand dollars for the agricultural, and ten thousand dollars for incidental expenses, apparatus, books, etc.

In 1873 an act was passed "making an appropriation in aid of the Industrial University and for payment of taxes on lands held by the State for the use of said institution." The whole appropriation amounted to twenty-one thousand dollars, one thousand five hundred dollars of which was in aid of experimental farming, and six thousand dollars for taxes on the lands held by the university.

An act to regulate the Illinois Industrial University and to make appropriations therefor was approved May 7, 1873. By this act some changes were made in the organization and management of the university. The number of trustees was changed to nine, of which a chosen three should constitute an executive committee, "who, when said board is not in session, shall have the management and control of the said university and its affairs." Instructions were given the treasurer by this act regarding part of the endowment fund, which was soon to become due. Also, provisions were made for obtaining the fifty thousand dollars' worth of freight donated by the Illinois Central Railroad to the university. Also, by this act the sum of \$44,550 was granted for the payment of the expenses incurred in the completion and furnishing of the main building.

In April, 1875, an appropriation of \$11,500 was made to be used in the payment of taxes, for apparatus for the physical laboratory, veterinary department, and printing establishment.

By an act of May 18, 1877, sixteen thousand dollars were appropriated for taxes on lands and current expenses, and fifty-three thousand dollars for new buildings, enlargements, etc.

This was followed by an act of May 22, 1879, appropriating \$24,500 for current expenses, taxes, improvements, etc., and by an act of May 28, 1881, granting \$40,300 for similar purposes. Current expenses were met in 1883-84 by an appropriation of \$54,500.

In June, 1885, the name of the Illinois Industrial University was changed by an act of the Legislature to that of the University of Illinois, the name by which it is known at the present time.

In 1885 an act approved June 27, 1885, appropriated \$53,500 for current and improvement expenses.

The last appropriation, made in 1887, granted \$26,666 for current expenses and repairs.

To sum up, the University of Illinois has received since its establish-

ment in 1867, five hundred and thirty-one thousand dollars in direct appropriations from the State. This sum together with the appropriation of four hundred and fifteen thousand dollars made to the Southern Illinois Normal University, which we have considered as coming within the scope of this work, constitutes the total material aid given for the benefit of higher education by the State of Illinois.

Slow at first to comprehend the benefits of a higher education, and to make use of the advantages in that line given to her by the Federal Government, Illinois has at last awakened to a sense of her needs, and is now making amends for her lost opportunities.

SUMMARY OF APPROPRIATIONS.

Illinois Industrial University:	
Entire State appropriations.....	\$531,000
By the citizens of Urbana, and bonds of county, etc.....	400,000
Illinois Central Railroad.....	50,000
Illinois Normal University.....	415,000
	531,000
Total appropriations by the State for higher education.....	531,000
State appropriations, including the Southern Normal University.....	946,000

MICHIGAN.

The history of State higher education in Michigan centres around one institution. But that institution is the foremost university of the great West, and indeed the first model of a complete State university in America. The State has performed such an important part in the development of this university that a complete history of the legislation pertaining to it would extend beyond the compass of this paper; an attempt will be made to give only an outline of the important relations of the State to its establishment and support.

EARLY EDUCATION.

The leading citizens of Michigan in early times were of hardy New England stock, either emigrants directly from the far East or from the colony of Ohio. They carried with them the characteristics of their fathers in respect to their devotion to higher learning; they brought with them the sense of the great necessity of a system of education to insure the continuance of free institutions; they had an admiration for the highest means of culture.

With these ideas for a heritage, untrammelled by precedent and the binding force of custom they entered a new territory to build upon virgin soil a university to suit the needs of a growing community; consequently the struggle for intellectual elevation began at a very early date in the new settlements. There had settled about Detroit as early

as 1810 a company, about five thousand¹ souls, many of whom were of French descent and as a rule very illiterate. But there were among them Anglo-Americans of indomitable will and energy.

The population continued to increase slowly as the emigrants came toiling overland, or made their way through the Great Lakes or up the Mississippi, always receiving their provisions overland from Philadelphia. Although the Jesuits had settled in Michigan at a much earlier period² and established their missions, very little had been done toward education, and their illiterate French followers were calculated to be a hindrance rather than a help to any organized effort. There had been but little progress in this early period toward material comforts and less toward culture and learning.

But about the year 1816 there began to be decided thoughts expressed in favor of steps toward higher education, and in the following year, when the whole population did not number over seven thousand souls, an act was passed providing for the founding of and maintaining a university.³

Prior to this, in 1804,⁴ when Michigan was organized as a Territory, Congress granted a township of land for a seminary of learning, and the university to be established in 1817 was to be in accordance with this grant.

The Territorial government committed the interests of higher education to the care of the Governor and the Judges, and it is supposed that through the exertions of Hon. A. B. Woodward,⁵ then presiding Judge of the Supreme Court of the Territory of Michigan, that the act establishing a university was framed. A portion of this most curious document of the early history of Michigan will be given.

THE CATHOLEPISTEMIAD OR UNIVERSITY MICHIGANIA.

It is entitled "An act to establish the Catholepistemiad or University Michiganiana."⁶

"Be it enacted by the Governor and Judges of the Territory of Michigan, That there shall be in the said Territory a catholepistemiad or university denominated the Catholepistemiad or University Michiganiana.

The Catholepistemiad or University of Michiganiana shall be composed of thirteen didaxum or professorships; first, a didaxia or professorship catholepistemia, or universal science, the dictator or professor of which shall be president of the institution; second, a didaxia or professorship anthropoglassica, or literature embracing all of the epistemum or sciences relative to language; third, a didaxia or professorship of

¹ Ten Brook, 95.

² A Jesuit mission was established at Sault Ste. Marie in 1668.

³ Territorial Laws of Michigan, Vol. II, p. 104.

⁴ United States Statutes at Large, Vol. VII, p. 166.

⁵ Ten Brook, 90.

⁶ Report of Superintendent of Public Instruction, Michigan, 1880, p. 360.

mathematica or mathematics; fourth, a didaxia or professorship of physiognostica or natural history, etc." The act thus continues through the whole range of the "thirteen didaxum;" the remaining nine are as follows: Natural philosophy, astronomy, chemistry, medical sciences, economical sciences, ethical sciences, military sciences, historical sciences, and intellectual.

The university was to be under the control of the professors and president, who were to be appointed by the Governor, while the institution was to be the center and controlling power of the educational system of the State. It was to be supported by taxation by an increase of the amount of taxes already levied, by 15 per cent. Also power was given to raise money for the support of the university by means of lotteries.

This remarkable document was not without its influence in shaping the public school policy of Michigan, but it was many years before the State approximated its learned provisions. Impracticable as this educational plan appears for a handful of people in the woods of Michigan, it served as a foundation upon which to build.

The officers and president were duly appointed, and the work of the new university began at once. At first the university appeared as a school board, to establish and maintain primary schools which they held under their charge. Then followed a course of study for classical academies, and finally, in October, 1817, an act was passed establishing a college in the city of Detroit called "The First College of Michiganiana." Thus the university had assumed control of the education of the State and had taken steps toward primary, secondary, and collegiate education. But, owing to its short duration and its want of adaptability to the needs of the Territory, the institution failed to accomplish much in practical education.

The people contributed liberally to these early schools, the sum of three thousand dollars being subscribed at the beginning. There was also a sum of five thousand dollars derived from the land grant made in the treaty of Fort Meigs in 1817.¹ The devotion of the people to education is seen in the following incident:

After the fire in Detroit of 1805 certain sums of money were sent on from Montreal and Mackinaw for the relief of the sufferers. As the holders of the money could not obtain satisfactory security for the money it was not given out, and the sufferers requested that it be given to the university.

An act was passed on the 30th of April, 1821, by the Governor and Judges establishing a university² in Detroit to take the place of the catholepistemiad and to be called the "University of Michigan." In its charter nearly all the powers of the former institution were substantially confirmed, except the provision for taxes and lotteries,³ and in addition

¹ Ten Brook, 101.

² Ten Brook, 102.

³ Laws of Michigan, Territorial, I, p. 879.

the township of land granted by Congress and three sections obtained in the Fort Meigs treaty were placed under the control of the university. The new institution was made the legal successor of the old, and more conformable to the requirements of the use of the seminary lands as laid down in the ordinance of 1787.

It was not until May, 1824, that the first lands were located. Those of the three sections granted by the Fort Meigs treaty were located on the river below Detroit, and patents granted by the Government.

Difficulties arose pertaining to the location of the township for a seminary of learning, granted by Congress in 1804, and a committee was appointed to memorialize Congress and to petition for the removal of the difficulties¹ and location of the seminary lands. The memorial was successful, and Congress responded by an act² of May 20, 1826, authorizing the Secretary of the Treasury to set apart and reserve out of any of the public lands in the Territory of Michigan two townships of land for the endowment of a "seminary of learning" in lieu of the one township granted in 1804. A small portion of these lands was located by the Board of Education prior to the admission of Michigan as a State.

THE UNIVERSITY OF MICHIGAN.

The second corporation, known as the "University of Michigan," carried on the work of education already begun from 1821 to the third organization, in 1837.

The education was very limited, consisting in one classical academy at Detroit, and part of the time a Lancasterian school. The boards of education kept up and transmitted the university idea to such an extent that it may be said truly and legally that there was one University of Michigan, which passed through three successive stages of development marked by the dates 1817, 1821, and 1837.

After the organization of the State government the university passed through another transformation, and was placed under the control of a board of regents appointed by the Governor. The new organization succeeded to the property of the old, which consisted in the academy and lot in Detroit and private subscriptions.³ The seminary lands were placed under the control of the Legislature.⁴

UNIVERSITY LAND ENDOWMENT.

For a full discussion of this subject the reader is referred to more extended histories of the University of Michigan. The annals of the institution have been well kept and recorded by careful historians.⁵

¹ One of the chief difficulties was that the lands must be located on lands freed from Indian titles at the time of the grant. As no such lands existed until after 1817, the township could not be located. Ten Brook, 106.

² United States Statutes at Large, Vol. IV, p. 180.

³ Knight, 138.

⁴ *Ibid.*

⁵ See Ten Brook, C. K. Adams, and G. W. Knight.

Yet a brief outline of the subject must be given here to present the method adopted by the Legislature of Michigan for the disposal of the land grants.

It may be premised first that the public lands donated for a seminary of learning were almost invariably well located by the commissioners, were sold at a good price, but would have brought much larger returns had their sales been less hasty.

A committee appointed by the trustees of the university in 1827 reported favorably concerning lands on the Maumee River, and two sections were located and reserved where now is the city of Toledo, in Ohio.¹ These lands were very valuable, and there were consequently ready purchasers. The trustees, having obtained the permission of Congress,² exchanged the most valuable half of this tract for less valuable lands in the vicinity of the grant. Thus 401½ acres were exchanged for 777 acres of less valuable land.³

Subsequently (1834) Mr. Oliver, with whom the lands were exchanged, bought back the tract (777 acres) which he had exchanged, paying for it the sum of five thousand dollars. For over four hundred acres of land now in the heart of the city of Toledo the trustees received the sum of five thousand dollars. The remainder of the tract was sold principally in 1844 and 1850, at an average price of over nineteen dollars per acre.

The Toledo lands, which are now worth millions of dollars, brought the paltry sum of seventeen thousand dollars.⁴

The Superintendent,⁵ in his first report in 1837, suggested that the first twenty thousand acres of land would bring at once at least twenty dollars per acre, and the remainder would bring the same price when necessary for it to be sold. By an act of the Legislature approved March 21, 1837, the Superintendent was authorized to sell as much of the university lands as would amount to five hundred thousand dollars at a minimum price of twenty dollars per acre. The sales the following year show an average price of \$22.85 per acre, and the total amount received was more than one hundred and fifty thousand dollars.⁶ This was an excellent beginning, and promised well for the university endowment.

But unfortunately there were difficulties to arise which would materially modify the estimates of results. It was found that very many of the best lands were already occupied by settlers, although the lands had been regularly located by the university.⁶ The clamors of the settlers induced the Legislature to release 10,240 acres of said lands that had been located for eight years.

¹ This territory then belonged to Michigan, but was ceded to Ohio in 1836.

² United States Statutes at Large, Vol. VI, p. 402.

³ Ten Brook, 108.

⁴ *Ibid.*, 109.

⁵ Report of Superintendent, 1880, 354.

⁶ *Ibid.*, 355.

The university in place of this was to receive an equal amount of land of the same value, but it was impossible to find it.¹ The best land had been chosen in 1830. In 1839 a bill passed both houses authorizing the sale of a large quantity of university lands which had been occupied by settlers, but the Governor wisely vetoed the bill and saved the university fund.²

By an act of 1840 three commissioners were appointed to investigate each claim, and if it could be shown that the claimant had settled on the land prior to its selection by the university the claimant should purchase the land at its appraised value, exclusive of improvements.³ By its operation over four thousand acres were sold at an average price of six dollars and twenty-one cents per acre,⁴ at a time when university lands were selling at twenty-four dollars per acre.⁵ This brought to the university fund sixty-five thousand dollars less than would have been realized had the minimum price of 1837 been adhered to.⁶ Again, in 1841, the minimum⁷ price was reduced to fifteen dollars per acre, and in the following year to twelve dollars per acre, which was retrospective.⁸

By this last law the associate judges were authorized to examine any lands that had been sold previous to 1841 for twenty dollars per acre or more, and appraise such lands at their value at the time of the sale, and place the balance to the credit of the purchaser. By the report of the Superintendent for the year 1843⁹ it appears that the sum of \$34,651 had thus been repaid to purchasers of university land. The total sales to this date had been two hundred and twenty thousand dollars, but the "effect of various acts of relief and retrospective legislation" reduced the amount to one hundred and thirty-seven thousand dollars.¹⁰

In the face of this adverse legislation the sum realized from the sale of the seminary lands amounted to about four hundred and fifty thousand dollars, or less than one-half of the anticipated amount. Still the average price per acre was, for the entire quantity sold, eleven dollars and eighty-seven cents, or more than twice that received for any other educational grant in the North-West Territory.¹¹

In 1880 the account of the fund stood as follows:¹² all lands with the exception of 337.26 acres had been sold. There was in the hands of the State the sum of \$465,788.46. There was due from purchasers \$73,190,08, making the total university fund \$538,978.54, with an income of \$38,426.48.

In 1883 the lands were all sold but 287 acres, and the fund had increased to the sum of \$543,317.66.

¹ Report of Superintendent, 1880, 355.

² Senate documents, 1839.

³ Laws of Michigan, 1840, 101.

⁴ Knight, 142.

⁶ *Ibid.*

⁸ Report of Superintendent, 1880, 355.

⁷ Laws of Michigan, 1841, 157.

⁹ *Ibid.*, 1842, 45.

¹⁰ Superintendent's Report, 1843.

¹¹ *Ibid.*, 1880, 356.

¹² Knight, 144.

¹³ Superintendent of Instruction, 357.

BRANCH SCHOOLS.

The extensive plan early entertained for the branch schools of the University of Michigan resulted in nothing further than the establishment of an excellent system of high schools, connected directly with the university curriculum, but entirely independent of the institution in their support and government.

It is evident that the originators of the plan had plainly in mind the gymnasia of Germany. The plan was very extensive. It was proposed to start eight branch schools.

The Superintendent of Public Instruction in his first report recommended that a branch school should be established in each county. The counties were to furnish buildings, then share equally with the regents in the support of these schools.

The Legislature enacted, in the main, according to the Superintendent's report: the branches were to be assisted in regard to philosophical apparatus, and one branch was to consist of a department for the higher education of females and a normal and agricultural department. Thus it was expected to form about one hundred colleges with a university at their head. In this extensive plan the university was to support itself and pay one-half of the expenses of the one hundred colleges on a prospective income arising from a capital which was not to exceed one million dollars at the highest estimate.

In the original law it was enacted that no branch school could be formed without the consent of the Legislature. This was changed in 1837; the power was delegated to the regents, and the regents gave the committee on branch schools full power to act.

It was immediately determined to start eight branch schools, and to appropriate eight thousand dollars for this purpose. Five hundred dollars was to be given to each, and the remainder distributed among the schools according to the number of the students in attendance at each.

Five of these schools, the first at Pontiac, were founded within the first year. The Superintendent's Report for 1841-42 shows that there were seven then in existence.

From 1837, the date of founding of the first school, to 1846, the regents spent the sum of \$35,935 on branch schools.¹ It began to be felt that this was all contrary to law, and in 1849 a resolution was offered in the Assembly discontinuing branch schools, but it was not acted upon. In the following year it was made a test case, without reaching any decision. However, it was evident to all that the practice was illegal, and the policy was changed.

It was not the intention of the Government that the seminary grant should be devoted to the support of one hundred colleges, but to found a seminary of learning. The funds were wisely returned to one channel for support of a central university for the State and during many years for the North-West.

¹ Ten Brook, 145.

In 1870 a law was passed admitting students to the university who should complete the course in the various high schools and pass an examination before a properly constituted committee.

LEGISLATIVE ENDOWMENTS.

The University of Michigan received no State aid during the first thirty years of its existence, dating from the origin of its present organization in 1837. "It was not until 1867, when the university had already become strong and renowned, when pupils were more numerous than those of any other institution in the land that the State was called to give the first penny to its support, and then the whole appropriation was fifteen thousand dollars a year, which was a tax of just one-twentieth of a mill on the appraisal of the taxable property of this rich Commonwealth. The total sum received by tax and drawn from the State treasury down to January, 1879, is in round numbers four hundred and sixty-nine thousand dollars.¹

The State has recently generously compensated for its early delinquency in this respect. First of all must be mentioned the loan² of one hundred thousand dollars which the State made to the university in 1838. This sum was expended in buildings and apparatus, and by its use the university was prepared to open in 1844.

The loan was made with the hope of early repayment by means of the interest on the land endowment fund. The law provided that both principal and interest should be repaid from the income of the university fund. The loan was invested in twenty-year State bonds for the required amount.³ But, as the payment of the interest on the loan absorbed a greater part of the income from the fund, the prospect of payment of the principal seemed hopeless.

In 1844 the Legislature accelerated the sales of lands by offering to accept in payment for them outstanding warrants against the State which could be purchased for fifty cents on the dollar. The State credited the university with the full legal price of the land which cost the purchaser just half as much. The university lost nothing by this. The purchasers were the direct gainers and the university the indirect gainer by the act.⁴

The law further provided that the loan might be paid from the principal of the university fund.

This was not in accordance with the provisions of the grant.

¹ The Higher Education, Pres. J. B. Angell. "The total appropriations of the State of Michigan to her university, up to date [1889], amount to \$1,842,142." Address on State Universities in the West, by Pres. James B. Angell, Proceedings of the Twenty-seventh Convocation, University of the State of New York, 1889.

² Joint documents, Mich., 1879.

³ Michigan Laws, 1848, 248.

⁴ Knight, 143. The university also had the opportunity of the direct benefit, for all of the warrants were accepted by the State from the university at par.

Interest on the loan was paid for some years until, in 1853, the State authorized the interest on the entire university fund to be paid to the university, thus virtually canceling the obligation of the latter. In 1877 the Auditor-General, by virtue of a resolution of the Legislature, made the loan on the records a part¹ of the university fund.¹

The endowment fund was not sufficient to provide for the growing needs of the university. The Legislature was made to see this in 1867 and accordingly passed an act in that year granting an annual appropriation of about fifteen thousand dollars, but with the following proviso that at least one homœopathic professor should be appointed in the medical department.

Fearing that such a move would bring on a detrimental controversy, the university failed to accept the grant. Two years later the grant was made without the proviso, and the accumulations of the grant of 1867, amounting to over thirty thousand dollars, were paid.²

From this time on the Legislature has provided well for the university. Considering the heavy taxation Michigan has undergone, the university has received a liberal support.

In 1873 the appropriation of one-twentieth of a mill on each taxable dollar was made for a permanent endowment.³ It is also provided that the amount paid to the university because of this act should not exceed fifty thousand dollars, and when the amount reached this sum it should be the annual assessment for the support of the university. Thus the Legislature gave from 1867 to 1873 the sum of fifteen thousand dollars per annum; from 1873 to present date one twentieth of a mill taxation on all assessed values; from 1875 six thousand dollars per annum for the support of the homœopathic department.

Besides this, special appropriations have been made for various objects in the support of the several departments, as follows:⁴

In 1875 the sum of	\$44,500.00
In 1877 the sum of	49,000.00
In 1879 the sum of	75,000.00
In 1880 the sum of	82,000.00
In 1881 the sum of	70,000.00
In 1882 the sum of	47,500.00
In 1883 the sum of	37,200.00
In 1884 the sum of	27,200.00
In 1885 the sum of	56,000.00
In 1886 the sum of	51,500.00
In 1887 the sum of	108,365.94
In 1888 the sum of	46,700.00

¹ Report of Superintendent Public Instruction, 356, 357. For a full discussion of this question, upon which there has been a great controversy, see Ten Brook, 128, 135.

² By an act of 1875 an annual endowment was fixed of six thousand dollars per annum for the support of the homœopathic department, to be paid to the regents for this purpose.

³ Revised Statutes, 1882, art. 4944.

⁴ Compiled from the president's reports. These appropriations are exclusive of the receipts from the one-twentieth of a mill tax and the six thousand dollars appropriation for homœopathic department, except in case of 1880, which includes the former.

To show the direction of these appropriations a part of the act approved June 24, 1887, making these appropriations, will be given.

For the year 1887 the appropriations were made for the following purposes: ¹

For repairs.....	\$5,000.00
Contingent expenses.....	6,250.00
Library and books.....	5,000.00
Homœopathic College and Hospital.....	6,200.00
University Hospital.....	5,000.00
Dental College.....	8,000.00
Apparatus for experiments in natural philosophy.....	2,000.00
Transportation and placing, Rogers's statuary.....	1,973.01
Transportation and placing, Chinese exhibit.....	1,792.93
Vault for chemicals, storage.....	400.00
Forge and foundry.....	5,000.00
Machinery in engineering laboratory.....	6,750.00
Scientific, building and apparatus.....	35,000.00
Boiler and boiler-house.....	15,000.00
For additional salaries.....	5,000.00

Total of special appropriations..... \$108,365.94

To this amount should be added the sum of six thousand dollars, given annually by the act of 1875, and the sum of \$43,886.25, the amount received from the one-twentieth of a mill tax for the year 1887. This gives a total of \$158,252.19 raised by taxation and appropriated out of the public treasury for a single year, the largest sum given in any year.

According to a statistical table in the report of the Superintendent of Public Instruction of Michigan in 1880, the total amount received from the permanent funds, that is, from the United States grant, from the year 1839 to 1880, inclusive, was \$1,129,910.91. The income the first year, 1839, was \$9,433.13. The minimum amount raised was \$994.83 in 1843, and the maximum in 1879 was \$46,921.95.

As heretofore stated, the first appropriation from taxation was made available in 1869, the amount received in that year by the university from the State treasury being \$38,197.02. The total amount appropriated from 1869 to 1880, inclusive, was \$654,421.² The receipts from other sources amounted, during the period from 1839 to 1880, to \$622,634.97, less than the donations by taxation, and a little more than one-third of the entire income derived from the Federal and State grants.

THE STATE AGRICULTURAL COLLEGE.

The provisions of the Constitution of Michigan adopted in 1850 required that the Legislature "shall, as soon as practicable, provide for the establishment of an agricultural school."³ This was the first step

¹ Report of president, 1887.

² This agrees approximately with President Angell's statement given above, the amount of the donation being \$185,375 for 1879 and 1880.

³ Constitution of Michigan, 1850, Art. XIII, sec. 11.

taken toward the founding of the Agricultural College. Pursuant to the tenor of the Constitution a bill was introduced into the Legislature in 1853, but was lost in the House after passing the Senate. In 1855 the Legislature passed an act establishing the school, to be located within ten miles of the State capital, and granting twenty-two sections of the salt-spring lands for purchasing a farm and putting the school in operation.¹ The school was to be placed under the management of the Board of Education, and the executive committee of the State Agricultural Society were authorized to select a farm.

The committee selected 623.56 acres lying about three and one-half miles east of Lansing.

The State Board of Education, according to law, concluded the purchase for the sum of \$9,353.55, or at an average price of fifteen dollars per acre. Subsequently an adjoining tract of 53.01 acres was procured for the sum of \$1,059.92, making in the whole farm 676.57 acres, obtained at a cost of \$10,413.47.²

In 1856 buildings were erected, and the school was formally opened in May, 1857, with an attendance of sixty-one students. This was the first agricultural school opened in the United States.³

The minimum price fixed upon the twenty-two sections of the saline grant yielded the sum of \$56,320. The Legislature appropriated in 1857 the sum of forty-thousand dollars to meet the needs of the institution. In 1858 the Legislature granted for the various uses of the college the proceeds of 6,961 acres of swamp lands which yielded a fund of \$42,396.87.⁴

The college thus so favorably started commenced a struggle against the prejudice existing in different parts of the State against a school of such nature. It was finally thought more fitting that the school should be under the control of the State Board of Agriculture, and in accordance with the desire of the State Board of Education the transfer was made in 1861.

It is to be noticed that the Legislature had petitioned Congress in 1850 for an endowment of three hundred and fifty thousand acres of land, but the request was not granted. Again, in 1858 the State Board of Education conjointly with the faculty of the college made a second petition for the same purpose. Although sanctioned by the Legislature, the petition was without avail. But the constant pressure brought to bear upon Congress by Michigan and other States in which the agitation of agricultural education was taking place led to the passage of a Congressional act, in 1858, granting twenty-five thousand acres for every member of Congress in the several States. This bill was vetoed by President Buchanan, but was passed and became a law with few

¹ Report of Superintendent Public Instruction, 1880, 374.

² *Ibid.*, 374, 375.

³ *Ibid.*

⁴ Joint documents 1858, No. 7, 33.

changes in 1862, the principal change being the increase of the number of acres granted to thirty thousand per Representative in lieu of twenty-five thousand. Michigan received by this grant two hundred and forty thousand acres. The minimum price of these lands was fixed at two dollars and fifty cents per acre in 1863, but in 1868, before the patents to the lands had been obtained, the minimum price was fixed at five dollars. In 1869 the price of agricultural lands was fixed at three dollars and forest lands at five dollars. A statement of 1880 shows that there remained unsold 151,345.45 acres, and the amount of the fund at that date was \$281,449.52, yielding an income of \$17,954.82. A later report shows that one hundred and six thousand acres had been sold at an average price of \$3.47 per acre, yielding net returns of \$367,117.24.

The remaining land (134,000 acres) is of good quality, and doubtless will yield a premium on the minimum price fixed, five dollars.

The total income from permanent funds prior to September 30, 1880, amounted to \$133,033.37 while the legislative appropriations reached the liberal figure of \$530,767.35 during the time from the school's organization (1855) to 1880.

The value of the buildings, apparatus, and grounds was estimated in 1880 by President Abbott to be two hundred and seventy-four thousand dollars.

The Agricultural College of Michigan differs but little from ordinary institutions of other States. It proposes¹ to impart a knowledge of science in its application to the arts of life; to afford to its students daily manual labor; to prosecute experiments for the promotion of agriculture and horticulture; to afford a means of general education to the farming class, and finally, to afford instruction in the courses of study provided for by the act of Congress and the organic law of the college.

The full organization of the academic department of the University of Michigan has rendered it unnecessary that the literary courses in the Agricultural College be developed as fully as in like institutions of other States where thorough literary culture was wanting.

SUMMARY OF GRANTS AND APPROPRIATIONS.

The University of Michigan.

Total appropriations from 1867 to 1880 inclusive.....	\$654,421.00
From one-twentieth mill tax, 1880 to 1888.....	312,783.75
Annual appropriations for homœopathic department (\$6,000)	48,000.00
Special appropriations, 1880 to 1888.....	449,995.94
Total State appropriations to University of Michigan.....	1,465,200.69

Agricultural College.

Appropriations from 1855 to 1880 inclusive	530,767.35
Appropriations from 1880 to 1888, estimated.....	200,000.00
Total appropriations.....	\$2,195,968.04

¹ Calendar 1879. See Superintendent's Report 1880, 377.

WISCONSIN.

ORGANIZATION OF STATE UNIVERSITY.

In 1838, two years after organization as a Territory, Wisconsin petitioned Congress for aid to establish a university.¹

The request was granted, the usual seventy-two sections of land were set aside for this object, and the Territorial Legislature at once passed a law establishing the University of the Territory of Wisconsin.²

The organization of a board of trustees was, however, the only other action which took place previous to the adoption of the State Constitution in 1848;³ this provided for the establishment of a State university "at or near the seat of government," and stated, emphatically, that the lands granted for a university should constitute a perpetual fund, the income of which should be devoted to the support of this institution.⁴

UNFORTUNATE MANAGEMENT OF LANDS.

This declaration was apparently to little purpose, as the State has treated these domains as granted absolutely, and not as held in trust.⁵ There is probably no worse example of mismanaged public educational funds on record than is to be found in connection with this institution.⁶ Proper committees were appointed by the Legislature of 1848 to appraise the lands at their true value,⁷ and in the following year a law was passed⁸ which provided for their sale at auction at prices ranging from \$1.13 to \$7.06 per acre, as appraised in 1848. No one questions the wise policy of this method of raising funds for the university, but the fact that the legislative body did, in 1849 and succeeding years, "dispose of large tracts of land for three dollars per acre which to-day would readily bring twenty-five dollars" is cause for just censure. Another strange action is chronicled in the Regents' Second Annual Report, dated January 16, 1850. Here it is stated that, while the school lands (every sixteenth section) were held at a value of \$3.44 per acre, the university lands, though well selected and of much better quality, were appraised at an average of \$2.78 per acre. In defence of their action the Legislature of 1849 claimed that low prices and rapid sales would be more favorable to the speedy accumulation of funds.⁹ At the meeting of the Legislature in 1850, however, the sound principle

¹ History of Land Grants for Education in North-West Territory, G. W. Knight.

² U. S. Statutes, 244.

³ G. W. Knight, 145.

⁴ Constitution, Art. X, Sec. 6.

⁵ Historical Sketch of University of Wisconsin, S. H. Carpenter, 12.

⁶ *Ibid.*, 24.

⁷ Wisconsin Laws, 1848, 123.

⁸ North-West Territory, G. W. Knight, 145.

⁹ *Ibid.*, 146.

was advanced that it would be wiser to accumulate a large sum, even though a longer time were required, and they accordingly raised the minimum price of all unsold land to ten dollars an acre, which caused a large increase in the proceeds of the next year's sales.¹

But this advance in price resulted in such public dissatisfaction that the Legislature of 1851 was persuaded to change the price to seven dollars per acre, except where the land had been appraised higher (\$7.06) in 1848.² Some parties claiming this was too great a price for some of the land, and others that the sales were too much delayed, the Governor was authorized in 1852 to appoint commissioners to re-appraise the sections remaining; this was accomplished, and a minimum price of three dollars³ an acre was fixed, which resulted in the speedy sale of the land not already taken.

After all of the various appraisals the entire sum realized from the 46,080 acres was only "about one hundred and fifty thousand dollars."⁴

FURTHER APPROPRIATION OF LANDS.

The University of Wisconsin was established in 1850⁴ on the basis of the funds thus secured, but even while passing laws for the sale of the university lands the Legislature realized that the income would be insufficient to support the institution, and they therefore petitioned Congress for seventy-two additional sections in lieu of the saline lands granted to the State in 1848 but never located.⁵

Congress granted this petition in 1854,⁶ and authorized the selection of the same number of sections from any of the public lands in the State for the benefit and aid of the State university. An opportunity to atone for past errors was now afforded the Legislature. It began to be realized, after it was too late to enact suitable laws to remedy the evil, that the best lands had been sold at a disadvantage. It was felt that, whereas the policy pursued had benefited the State at large, it was not faithful to the increase of the seminary fund. In 1872 the Governor boldly asserted that nine-tenths of the value of the fund had been sacrificed by hasty sales at low prices,⁷ and the Legislature of that year is also deserving of praise for its honest courage in justly condemning the unfair policy hitherto pursued.⁸ After fully examining the claims of the regents and the condition of the university in 1872 for four years, this body granted ten thousand dollars annually, to atone for the injustice done by the State in selecting for an endowment unproductive lands.⁹

¹ Knight's North-West Territory, 146.

² *Ibid.*, 147.

³ Wisconsin Laws, 1852, p. 769.

⁴ Historical Sketch, S. H. Carpenter, 11.

⁵ Wisconsin Laws, 1851, 438.

⁶ U. S. Statutes, vol. 10, 597.

⁷ Governor's Message, 1872, 17.

⁸ Wisconsin Laws, 1872, chap. 100, p. 114.

⁹ *Ibid.*

RESTITUTION MADE IN 1876.

Finally, in 1876, the Legislature again records its disapproval of such measures and votes a permanent tax for the support of the university, declaring that "this tax shall be deemed a full compensation for all deficiencies arising from the disposition of the lands donated to the State by Congress in trust for the benefit of the university."¹ "Thus," says Knight, "has the mismanagement of earlier days entailed on the present and all succeeding generations a burden of taxation to compensate for early prodigality."²

WRONG USE OF PRINCIPAL FUND.

Greater injury than even that wrought by unjust appraisal is, however, recorded in the legislative annals of 1862; here we find that the Legislature authorized the regents to use the principal fund to pay off the debt incurred in the erection of buildings.³

By the permission thus granted the sum of \$104,339.42 was taken from the fund.³ This act was clearly in violation of the conditions of the grant and of the provisions of the Constitution, by both of which the proceeds of the land were to form a permanent fund for the support of the university.⁴ But it is a great satisfaction to learn that in 1867 restitution was made for this injustice by the passage of a bill which appropriated annually for ten years the sum of \$7,303.76, this being the interest at seven per cent. upon the amount taken from the fund in 1862.⁵ The charge of one thousand dollars which had been annually made to the university for the care of its funds was also now ordered discontinued, and the State treasurer was made treasurer of these funds without additional salary.⁶ In 1882 about twenty-two hundred acres of the university lands were still unsold,⁷ and the fund was \$228,438.83,⁸ which was invested in Government and municipal bonds and in loans to various counties. Including the money used for the erection of buildings the proceeds of the sales in 1882 were \$333,778.25, or an average of \$3.71 per acre.²

EARLY HISTORY OF THE UNIVERSITY.

The early history of this university was a period of great trial and disappointment. In 1849 the Legislature established the precedent of

¹ Wisconsin Laws, 1876, chap. 117.

² North-West Territory, 149.

³ Wisconsin Laws, 1862, 168.

⁴ Governor Washburn's Message, 1872, 17.

⁵ Wisconsin Laws, 1867, chap. 82, p. 79.

⁶ Historical Sketch of Wisconsin University, 50.

⁷ Report of Commission on Public Lands, 1882, 6.

⁸ Report of Secretary of State, 1882, 12.

annually granting the regents a sum which they deemed sufficient for necessary expenses,¹ but as many of the members were totally ignorant of the needs of the institution it could not be expected that they would be sufficiently liberal in their appropriations to meet the demands of a young and growing university.² The people at large were as ignorant of the condition and necessities of the university as many of the legislative body, and claimed with them that the institution was chiefly maintained in order to afford superior advantages to a few "aristocratic" young men³ rather than for the good of the State. Notwithstanding such baseless jealousy and the parsimonious policy of the Legislature, the regents continued to labor zealously for the advancement of higher education.⁴ Three separate reorganizations were successively attempted as the times seemed to demand, in 1858, 1860,⁵ and 1866, but it was not until the last that their efforts were notably successful.⁶ Public opinion had by this time undergone an entire change. The people throughout the State saw their mistake in discouraging such an institution, and they now manifested a more liberal; friendly spirit, and were willing and anxious to give their influence to support the university. Under this happy condition of affairs the regents took courage, the course of study was enlarged and improved, the university being divided into the College of Letters and the College of Liberal Arts, with such professional and other colleges as might be added thereto or connected therewith. The Agricultural College which had been under discussion for years was now organized as an important department of the university,⁷ and the income from the Agricultural College grant was pledged to the university as an endowment in addition to that which she already had from the seminary lands.⁸ It is a strange fact that up to this date, 1866, not one dollar of State money had been devoted to university expenses.⁹

THE COLLEGE OF AGRICULTURE.

When the regents reorganized the university and incorporated this new department in 1866, they wisely arranged that a liberal education should precede the special instruction in agriculture. All students were therefore advised to pursue the same course of study until the end of the Sophomore year, when the agricultural course could be taken by those who preferred it.¹⁰

EXPERIMENTAL FARM.

As a necessary adjunct to the college just mentioned the Legislature wisely planned in 1866 for an experimental farm, which was to be pro-

¹ Historical Sketch of Wisconsin, 25.

² *Ibid.*, 27.

³ *Ibid.*, 28.

⁴ Regents' Report, 1858.

⁵ *Ibid.*, 1860.

⁶ Wisconsin Laws, 1866, chap. 114.

⁷ North-West Territory, 156.

⁸ Wisconsin Laws, 1866, 153.

⁹ Historical Sketch of Wisconsin University, 48.

¹⁰ Historical Sketch, 52.

vided "without expense to the State or to the funds of the university."¹ The county of Dane, in which the university is located, immediately claimed the honor of making the institution a gift of some two hundred acres of land lying near the university for this purpose, and spent forty thousand dollars for the farm and necessary buildings thereon.² Up to this period the entire support of Wisconsin University had been furnished by appropriations of the National Government and the funds resulting therefrom. The wisdom of this selection for the farm was that it best showed the adaptation of various soils and locations, and where the best kind and greatest quantity of a certain product could be obtained from a particular piece of land. For such practical reasons the experimental farm was far better than a model farm, for which this was not intended. The work of this department has been confined to the field of farm experiments covering the ordinary farm operations, instead of the more showy and striking experiments usually followed in such institutions and which prove more interesting to scientists than to farmers. Experiments have been conducted to determine the value of new varieties of grains and roots, the best method of seeding and cultivating, and the value of various manures. The results of these experiments are published annually in the report of the regents.³

FOUNDING OF THE LADIES' COLLEGE.

The university having passed through her period of discouragement is now attended with prosperity. In 1870 she received substantial assurance of the Legislature's newly-awakened interest in her behalf; this was the liberal donation of fifty thousand dollars for the erection of a Ladies' College, and is noteworthy as being the first State appropriation for university purposes.⁴

The old-time prejudice against co-education long existed in Wisconsin, but the advanced ideas of the times would no longer exclude women, and we note their first admission to have been in 1860 when a class of thirty entered the normal department for a ten weeks' course of lectures;⁵ this school had been formally opened in 1856, but up to this time its advantages had been entirely restricted to young men. From 1860 to 1863 the work in this department was suspended, but was finally resumed in 1863 with the opening of the department of theory and practice of elementary instruction, to which both sexes were admitted. The course now adopted remained in use until 1871, when the Ladies' College was completed, and young women were then granted the privilege of pursuing the studies of their own college with lady teachers or of entering the regular college classes.⁶

¹ Wisconsin Laws, chap. 114, sec. 15.

² Historical Sketch, 48.

³ Department of Education, Annual Report, 1867-68, 234.

⁴ Sketch of Wisconsin University, 50.

⁵ *Ibid.*, 63.

⁶ *Ibid.*, 65.

The normal department of the university was thus transformed into a Ladies' College and the course of study was made to correspond with that in the College of Arts, except that substitutions were allowed for agriculture, calculus, analytical chemistry, and determinative mineralogy. But in 1873 these were discontinued, and ladies have since been permitted to take any study in the university course. The normal work of Wisconsin, which first began in the State university, is still actively carried on by five normal schools located respectively at Platteville, Whitewater, Oshkosh, Sheboygan, and Stoughton.¹

DONATIONS BY THE LEGISLATURE.

Still continuing its new and generous policy the Legislature made in 1872 an annual appropriation of ten thousand dollars, of which we have spoken; again, in 1875, the university was aided by a gift of eighty thousand dollars from the State for the building of a Hall of Science, which was now deemed necessary to the highest success of the institution.²

The friends of the university were inspired with new hope to see this rapid growth and increase in usefulness; in 1876, as before mentioned, the Legislature still further redeemed its past record by adding to the yearly income.

This was done by voting an annual tax of one-tenth of a mill³ on every dollar of taxable property in the State for university purposes.⁴ The annual tax previously made, in 1867, has since this year (1876) been included in the tax just mentioned.⁵ Up to the year 1883 the total amount of State donations, exclusive of that raised by the tax of one-tenth of a mill levied since 1876, has been \$235,769.84.⁶

FREE HIGH SCHOOLS.

It may be well to give a passing notice of the State appropriations for the encouragement of secondary schools in Wisconsin. There was an attempt made some years ago by several States to organize and support by State taxes a system of high schools immediately connected with the university. There now seems to be a tendency to delegate all control and support of high schools to local authorities and local taxation, respectively.

In order to increase the efficiency of this class of schools the Legislature of Wisconsin appropriated, in 1876, the sum of "twenty-five thousand dollars in the aid of free high schools,"⁷ to be applied to towns,

¹ Department of Education, 1867-8, 757.

² Historical sketch of Wisconsin, 50, 56.

³ By an amendment passed in 1883 this tax of one-tenth of a mill was changed to one-eighth of a mill. Wisconsin Laws, 1883, chap. 300.

⁴ North-Western Territory, 168.

⁵ Knight, 149.

⁶ *Ibid.*, 168.

⁷ Letter from State Superintendent J. B. Thayer, November 14, 1888.

cities, and villages that contained a graded school of two or more departments. "A second appropriation of twenty-five thousand dollars was made by the Legislature of 1885, and was limited to towns that contained no graded school of two or more departments."¹

RECENT STATE ASSISTANCE.

From the State Superintendent of Wisconsin² we learn that at present the only annual sum paid to the State university is the income resulting from the tax of one-eighth of a mill upon every dollar of taxable property in the State; this amounts to about seventy-four thousand dollars per year. During the last three years, 1885-88, the Legislature has also appropriated the sum of three hundred and fifty thousand dollars to restore university apparatus, cabinets, and buildings which have been destroyed by fire. An annual appropriation, not to exceed fifty thousand dollars, is also given by the State to aid free high schools, but only about thirty thousand dollars of this amount is used each year; the grade of the school and character of the instruction given determine the portion each school receives.³

SUMMARY OF GRANTS FOR HIGHER EDUCATION.

For Ladies' College, 1870.....	\$50,000.00
For Hall of Science, 1875.....	80,000.00
Annual grant of \$10,000 from 1872 to 1876.....	40,000.00
Interest on \$104,339.42, at 7 per cent, from 1867 to 1876.....	65,733.84
Special grant to replace losses by fire.....	350,000.00
Amount of annual tax of one-tenth of a mill from 1876 to 1883.....	304,915.00
Amount of annual tax of one-eighth of a mill from 1883 to 1888.....	312,729.00
Total for higher education.....	\$1,203,377.84
Grant for free high schools.....	\$50,000.00

Under the provisions of chapter 117, Laws of 1876, the income from the tenth of a mill tax for the support of the University of Wisconsin, is as follows:

1877.....	\$42,359	1882.....	\$44,780
1878.....	42,359	1883.....	45,632
1879.....	41,310		
1880.....	43,897	Total.....	\$304,915
1881.....	44,558		

Since 1883 the eighth of a mill tax was as follows:

1884.....	\$57,442	1888.....	\$72,658
1885.....	59,549		
1886.....	61,017	Total.....	\$312,729
1887.....	62,063		

¹ Letter from State Superintendent J. B. Thayer, November 14, 1888.

² J. B. Thayer, State Superintendent, letter from, dated July 23, 1888.

CHAPTER VII.

STATE EDUCATION IN THE SOUTH-WEST.

The States of the South West showed in general the same eagerness to found colleges and universities as that evinced by those of the North-West Territory. The famous Ordinance of 1787, which was so warmly supported by Southern men soon extended its privileges and influence to the newly admitted States of the South-West.

The conditions of the admission of Kentucky gave that State entire control of the public domain within its borders. But the Legislature, following after the example of Virginia, very early granted one-sixth of all the fees arising from the surveyor-general's office for the support of public education. Kentucky endowed early educational institutions with grants of public lands. Here, as in many other States, schools did not flourish owing to the rudeness of the times and the struggles for existence in attempts to subdue the forces of nature.

Tennessee received Federal grants of public lands for two colleges and a system of county schools. The early policy toward these institutions was encouraging and liberal. In modern times the Legislatures of Tennessee and Kentucky have done comparatively little for the support of higher education. Alabama and Mississippi have each received Federal land grants, and each has shown an earnest desire to found and maintain universities. The results are highly encouraging, though the amounts given for their support are not large.

Louisiana likewise received the benefit of the Federal grant for seminaries, and while yet a Territory, began to build a school system. The main plan was to assist in the founding and maintenance of academies and colleges throughout the State. A great deal of money was spent in this way and with no permanent benefit to higher education. At present, educational institutions are on a more permanent foundation and the liberality of the State is again manifesting itself after a long interval of comparative quiet.

In the South-West, educators and statesmen, zealous for the cause of education, had much to contend with in executing measures, no matter how excellent they might be, for the establishment of higher education. The sparsely settled rural districts occupied by planters, the absence of large towns, the presence of the African race, and the absence of the sterling middle class of mechanics and tradesmen which characterizes

all countries of thrift, presented obstacles to education not easily overcome.

Texas retained the right to all of her public lands when admitted to the Union, but very soon gave a liberal land endowment for the establishment of universities. Since that time large tracts of land have been added to this grant which, if properly managed, will yield an income sufficient to fully equip and maintain a university. Funds are being appropriated by the Legislature for support of the university. Arkansas is now realizing the necessity of advanced learning, and is voting funds for the support of an industrial university. Upon the whole the outlook in the South-West is encouraging, although the work of building universities is only fairly commenced by the States.

KENTUCKY.

EARLY EDUCATION.

Although Kentucky was, to use Professor Shaler's expression, "a pioneer commonwealth," the interests of education were by no means neglected. As early as 1792, the year of Kentucky's admission to the Union, we find the Legislature authorizing Salem Academy to raise five hundred dollars by a lottery.¹ The policy of the State, thus early indicated, comes out more strongly in the acts of 1798. In February of that year, six thousand acres of land, free from taxes, were granted to each of six academies and seminaries, and all unappropriated lands, south of the Cumberland River and east of Obey's River, were reserved for future appropriation to seminaries of learning.² Soon afterward Jefferson Seminary was authorized to raise five thousand dollars by a lottery,³ and in December nineteen academies were chartered, each to have six thousand acres of land and the privilege of raising not more than one thousand dollars by a lottery. The land thus granted was to be inalienable.⁴ By subsequent acts each county in the State received six thousand acres for a county academy.⁵

A vigorous system of secondary education was thus provided for, but, not content with this, the Legislature began to promote higher instruction.

TRANSYLVANIA UNIVERSITY.

The Transylvania University was formed by a union of the Transylvania Seminary with the Kentucky Academy in 1798. It may be stated that the university was founded in this year. The Transylvania Semi-

¹ Littell's Laws of Kentucky, I, 171.

² *Ibid.*, II, 107. Report of Commissioner of Education for 1876, 133.

³ Littell's Laws, II, 208.

⁴ *Ibid.*, II, 240.

⁵ Acts of 1805, Littell's Laws, III, 279. Act of 1834, Laws of 1833, 378.

nary was organized in 1783, but for many years did not flourish; in fact, the seminary maintained a struggle for existence.¹ The rudeness of the times, the attention required to protect the homes of the settlers from the Indians, the force required to subdue the wilderness, required all of the native strength of this new country; but we find the Legislature at this early period encouraging education. The seat of the seminary was removed to Lexington in 1788, where it was hoped it would have better advantages. The Legislature gave an endowment of twenty-eight thousand acres² of land, and subsequently, in 1790, donated to the college one-sixth of the surveyor's fees.³ After its union with Kentucky Academy, under the name of university, it was in a more flourishing condition, and performed a service to the State for many years.

Transylvania University received the first assistance from the State in 1819, when it was granted for two years the proceeds of the tax on the Farmers and Mechanics' Bank of Lexington.⁴ The next few years abound with similar provisions. In 1820 five thousand dollars was granted for the use of the medical department,⁵ and it was directed that all fines and forfeitures to the Fayette County court should be paid over to the university.⁶ This assistance proved insufficient, and the university fell into debt. So, in 1821, it was given one-half of the clear profits accruing on the loans of the Branch Bank of the Commonwealth at Lexington until the university's debts should be discharged; the trustees were ordered to manage it without a view to further donations from the Legislature.⁷ In 1822 the medical department was authorized to raise twenty-five thousand dollars by a lottery.⁸ To procure a library for the law department a tax of two per cent. was laid on all sales at auction in Fayette County.⁹ This law remained in force several years. We meet it again in 1833,¹⁰ and in 1856 it was re-enacted.¹¹ In 1830 all escheatable property in the county was vested in the university.¹²

The relation of the State to Transylvania University is also shown by the frequent appointment of a committee by the Legislature to visit

¹ Life and Times of Judge Caleb Wallace, 122. Hening's Statutes of Virginia, XI, 282.

² *Ibid.*

³ *Ibid.*, 123. This law was similar to that of Virginia, which gave one-sixth of the surveyor's fees to William and Mary College. (See Virginia.)

⁴ Laws of 1818, 692.

⁵ Laws of 1819, 952.

⁶ *Ibid.*, 976. The act provided that all fines and forfeitures to the county courts should go to the county seminaries. In the counties where there were no seminaries, the colleges were the beneficiaries. It was repealed by the act of 1838, by which fines and forfeitures went to form a jury fund. Laws of 1837-38, 248.

⁷ Laws of 1821, 354.

⁸ Laws of 1822, 149.

⁹ *Ibid.*, 160.

¹⁰ Laws of 1832, 103.

¹¹ Laws of 1855-56, II, 454.

¹² Laws of 1829, 261.

it and report on its condition. This institution exercised an important educational influence in Kentucky, but finally died out, a victim to sectarian prejudice.¹

SOUTHERN COLLEGE OF KENTUCKY.

In 1819 the Legislature incorporated four colleges,² and, of these, two received public assistance.

In 1821 the Southern College of Kentucky, at Bowling Green, was given one-third of the clear profits from the Branch Bank of the Commonwealth there located, so far as the same were derived from borrowers in Warren County. This was to continue for two years.³ In 1825 the college was granted six thousand acres of unappropriated land.⁴

CENTRE COLLEGE.

This college, the other institution of this year that received State aid, was incorporated with the funds of Danville Academy. Its charter contained a provision that it could subsequently be adopted as a State institution.⁵ It received the same share of bank profits as Southern College, but the bank was the one at Harrodsburg, and the county that of Mercer.⁶ It passed into Presbyterian control in 1824, and the money received from the Harrodsburg Bank was directed to be paid to the Deaf and Dumb Asylum.⁷ In 1843 Congress granted Centre College the township of land which it had, in 1826, given to the Deaf and Dumb Asylum.⁸

AUGUSTA COLLEGE.

This college, located in the town of the same name, was incorporated in 1822.⁹ In 1825 it received six thousand acres of unappropriated lands.¹⁰ Two years later we find an interesting enactment allowing the trustees to establish a ferry across the Ohio at Augusta, for the benefit of the college.¹¹ This act also fixed the rates of fare, and created a monopoly by declaring that there should be no other ferry within a mile and a half. In 1834 the college received ten thousand dollars from the funds of Bracken Academy.¹²

¹ Shaler's Kentucky, 399.

² The other colleges were Urania College at Glasgow, Western College of Kentucky, at Hopkinsville (laws of 1818, 737), and Centre College at Danville.

³ Laws of 1821, 355.

⁴ Laws of 1825, 98.

⁵ Laws of 1818, 618. This provision was also embodied in the charter of Southern College.

⁶ Laws of 1821, 354.

⁷ Laws of 1824, 64.

⁸ Statutes at Large, VI, 339, 896.

⁹ Laws of 1822, 163.

¹⁰ Laws of 1825, 98.

¹¹ Laws of 1826, 39.

¹² Laws of 1833, 729.

SHELBY COLLEGE.

A college was chartered at Shelby by an act of 1836, and the following year it was given permission to raise one hundred thousand dollars by a lottery.¹ The proceeds of this lottery were afterwards ordered to be invested in stocks.² This institution became St. James College in 1868.³

CONCORD COLLEGE.

From the Reports of the Commissioner of Education we learn that Concord College, at New Liberty, received annual appropriations from 1875 to 1879, varying from two hundred and forty to six hundred dollars.

THE STATE COLLEGE.

Kentucky accepted the land grant for agricultural colleges (three hundred and thirty thousand acres) early in 1863,⁴ and in the same year a committee was appointed to locate the college.⁵ In 1865 the trustees of Transylvania University and those of Kentucky University at Harrodsburg gained permission to unite the two institutions at Lexington under the name of Kentucky University, and to establish the Agricultural and Mechanical College as a department of this. The financial prospects of this skillful patchwork were encouraging. The land scrip was sold for \$164,960, and this, with the endowments of the two universities and the amount raised by subscription, formed a capital of over five hundred thousand dollars, mostly invested at six per cent. Twenty thousand dollars was loaned by the State to put the Agricultural College into immediate operation.⁶

The connection with Kentucky University proved unfortunate. A fierce religious war broke out when the institution was getting well under way, and in 1878 the two colleges were separated and commissioners appointed to select a new location for the Agricultural College.⁷ Lexington offered the most favorable terms and the college was located there.⁸ It is generally known as Kentucky State College and is, with but one possible exception, the best educational institution in the State.

An assured financial basis was given by an act of 1880, in passing

¹ Laws of 1836-37, 219.

² Laws of 1837-38, 199.

³ Private laws of 1867-68, I, 353. Another college was founded in 1836, Columbia College, and the fines and forfeitures in Adair County, previously vested in Robertson Academy, were given it. Laws of 1836-37, 100.

⁴ Private laws of 1861-62-63, 335.

⁵ *Ibid.*, 371.

⁶ On the organization of the Agricultural College, see the Report of the U. S. Commissioner of Education for 1867, 164-167, 291; Shaler's Kentucky, 361, 362, 400; Public laws of 1865, 45 ff., 67, 68; Public laws of 1865-66, 29.

⁷ Shaler, 400; Public laws of 1878, 46.

⁸ Public laws of 1879, 5, 18.

for the benefit of the college, a tax of five mills on each hundred dollars of property liable for State taxation.¹ Colored citizens are not subject to this tax, as only white students are admitted to the college. The annual income from the land-scrip fund is nine thousand nine hundred dollars; from the State tax twenty-four thousand dollars is annually received.²

EXEMPTION FROM TAXATION.

Educational property is not subject to taxation by virtue of an act of 1869, which declares that "all college buildings and seminaries of learning, and all the real estate, not exceeding five acres, and all the personal property of every kind belonging to any institution of learning within this State, shall be exempt from taxation for any purpose whatever."³

CONCLUSION.

The attitude of Kentucky toward higher education has been favorable. Financial assistance has been given by direct grants of money and by permission to hold lotteries, but the usual way has been to set apart definite sources of revenue for particular institutions. Until Transylvania University was discontinued, it was the chief object of the State's generosity; from 1865 to 1878 State education had its centre in Kentucky University; for the last ten years the State College has been the beneficiary.

TENNESSEE.

INTRODUCTORY

"The history of the common schools is, in the main, the history of public lands in Tennessee, and the history of public lands in this State is the history of confusion."⁴ This, the opinion of Tennessee's latest historian, is also applicable to the higher education, since its history, too, is closely connected with that of public lands.

In its early period the State of Tennessee was unable to give assistance to education; to use the words of the State Senate in 1801, replying to the petition from the University of North Carolina, "Tennessee * * * has not arrived at the period when her revenues will even authorize a loan to patronize the seminaries of learning already established within the limits of her own State."⁵ Accordingly, the first aid to higher education came from the Federal Government.

By the act of 1806, Congress granted certain lands to Tennessee for educational purposes. One hundred thousand acres of these lands

¹ Public laws of 1879, 137.

² Letter of Pres. James K. Patterson, Dec. 12, 1888.

³ Public laws of 1869-70, 2.

⁴ Phelan, *History of Tennessee*, 233.

⁵ *Ibid.*, 235.

were to be located in one body and sold for not less than two dollars an acre, the proceeds to go for the use of two colleges, one in East and one in West Tennessee.¹ The provisions of the act were not closely adhered to. The lands were laid out in detached parcels and sold on credit for one dollar an acre. Even then, only a small part of the proceeds was received.² The money that came in first was loaned out to individuals,³ but in 1813 it was called in and paid over to the colleges, to be invested in bank stock.⁴ The payments for lands came in slowly, and in consideration of the delays sustained by the colleges, the Legislature in 1823 vested in the two colleges, equally, one-half the money due on May 1, 1824, as proceeds of the land sold for the benefit of the State. On the basis of these lands the two colleges started.

UNIVERSITY OF NASHVILLE.

The germ of this institution was in existence before Tennessee became a State. By an act of 1785 North Carolina incorporated Davidson Academy and granted two hundred and forty acres of land near Nashville for its support.⁵ In 1806 the funds and property of the academy were given to the college established in West Tennessee in accordance with the Congressional land-grant. The new college, which was called Cumberland College, was to have one-half of the one hundred thousand acre appropriation, and its property was to be exempt from taxation.⁶ Instruction was begun in 1809, but the poor management of the land grant caused the institution, in 1816, to suspend its exercises for want of money.⁷ When, ten years later, it again opened its doors, it was as the University of Nashville, with power to raise two hundred thousand dollars by a lottery.⁸ In 1838 the Legislature granted the university eleven thousand five hundred and twenty acres of land, in lieu of all its claims against the State, and in this way forty thousand dollars was realized.⁹

For many years the University of Nashville was one of the most powerful educational influences in the South-West, but difficulties arose, and in 1875 the trustees were allowed to discontinue instruction as then given, and convert the institution into a scientific or normal school.¹⁰

¹ U. S. Statutes at Large, II, 581; Phelan, 235; Report of the U. S. Commissioner of Education for 1876, 370. The act also granted one hundred thousand acres for the use of academies, one in each county, and six hundred and forty acres in every six miles square for the use of schools.

² Phelan, 288.

³ Scott's Laws of Tennessee, I, 1122.

⁴ *Ibid.*, II, 166.

⁵ Phelan, 137.

⁶ Scott's Laws, I, 929.

⁷ Phelan, 238.

⁸ Phelan, 279. Laws of 1826, 34, 46.

⁹ *Ibid.*, 238. Laws of 1838, 287.

¹⁰ Laws of 1875, 187.

UNIVERSITY OF TENNESSEE.

The origin of the University of Tennessee goes back to 1794, when Blount College was formed, near Knoxville.¹ In 1807 the funds of Blount College were merged with the endowment granted by the act of Congress of 1806, and East Tennessee College was the result.² The finances of the college were for several years following involved in the land sales, from which they received very little benefit.

The next assistance granted the college was also Federal. The share of Tennessee in the land granted for agricultural colleges was three hundred thousand acres. East Tennessee University (the college had become a university in 1840),³ was made the recipient of the land scrip, the proceeds of which were invested in Tennessee 6 per cents.⁴ A small part of the proceeds was held back by the State and used for other purposes, but the claim was satisfied in 1881 by a grant of \$3,775.⁵

The whole endowment from the land-scrip fund is now invested in three hundred and ninety-six State bonds of one thousand dollars each, bearing interest at six per cent.⁶ The name of the institution was changed to the University of Tennessee in 1879.⁷

OTHER COLLEGES.

In 1846 the United States released its title to certain land in Tennessee, on condition that the State should, out of the proceeds, set apart forty thousand dollars toward the establishment of a college at Jackson.⁸ Accordingly, in the next year the treasurer of the State was directed to issue to West Tennessee College at Jackson a warrant for that sum.⁹ The institution was discontinued in 1873, and in 1874 its buildings were occupied by the South-Western Baptist University.¹⁰ In 1875, we are told, Mosheim Male and Female Institute received \$1,255 from the State.¹¹ In 1876 King College at Bristol received \$1,800.¹²

In 1881 the Legislature set aside \$2,500 annually in scholarships to approved institutions of learning for higher and normal education of children of African descent.¹³

EXEMPTION FROM TAXATION.

The Constitution of Tennessee allows the Legislature to exempt from taxation property held and used for educational purposes.¹⁴ Instances of such action are found in 1836 and 1882.¹⁵

¹ Phelan, 234. Scott's Laws, I, 502.

² *Ibid.*, I, 1047, 1061.

³ Laws of 1840, 186.

⁴ Laws of 1865, 42. Laws of 1867-68, 34. Laws of 1868-69, 12.

⁵ Laws of 1881, 52.

⁶ Letter from President Dabney, December 4, 1888.

⁷ Laws of 1879, 88.

⁸ Statutes at Large, IX, 66.

⁹ Laws of 1847, 68.

¹⁰ Report of United States Commissioner of Education for 1875, 401.

¹¹ *Ibid.*, 402.

¹² *Ibid.*, 1876, 378.

¹³ Laws, extra session of 1881, 7.

¹⁴ Art. II, sec. 28. Poore, Charters and Constitutions, 1700.

¹⁵ Laws of 1836, 59. Laws of second extra session of 1882, 6.

CONCLUSION.

If we can judge by the utterances of the Legislature, Tennessee once contemplated an extensive system of State education. In the preamble to an act of 1817, regulating academies and colleges, we read that "institutions of learning, both academies and colleges, should ever be under the fostering care of this Legislature, and in their connection with each other form a complete system of education."¹ This high ground, so early taken, was not maintained. Twenty years later, we find a report to the General Assembly attributing the lack of State aid to the prejudice which prevailed against higher institutions of learning.² Whatever may be the cause, the fact remains that, with slight exceptions, Tennessee has given no direct aid to higher education. The activity of the State has been almost entirely confined to taking charge of Federal grants.

ALABAMA.

UNIVERSITY OF ALABAMA.

Alabama Territory was formed from Mississippi in 1817.³ The following year Congress reserved one township of land for the endowment of a seminary of learning;⁴ and in 1819, when Alabama was admitted as a State, another township was granted.⁵ The attitude of the State toward these donations is seen in its first Constitution. After providing for the support of schools and care of school lands, the Constitution of 1819 directs as follows :

"The General Assembly shall take like measures for the improvement of such lands as have been or may be hereafter granted by the United States to this State, for the support of a seminary of learning, and the moneys, which may be raised from such lands, by rent, lease, or sale, or from any other quarter, for the purpose aforesaid, shall be and remain a fund for the exclusive support of a State university, for the promotion of the arts, literature and the sciences; and it shall be the duty of the General Assembly, as early as may be, to provide effectual means for the improvement and permanent security of the funds and endowment of such institution."⁶

The lands were immediately leased and the proceeds set apart for a seminary of learning.⁷ In striking contrast to the waste of educational resources in some States, we find Alabama taking measures to secure the full benefit of her land endowment. An act of 1820 provided that

¹ Scott's Laws, II, 331.

² Phelan, 236.

³ U. S. Statutes at Large, III, 371.

⁴ *Ibid.*, 467.

⁵ *Ibid.*, 491.

⁶ Art. VI, Education. Poore, Charters and Constitutions, 43. Report of Commissioner of Education for 1867, 107.

⁷ Laws, second session of 1818, 43. Laws of 1819, 60.

the yearly rent of the seminary lands should not be less than two dollars an acre.¹ When the lands were sold, the minimum price was at first fixed at seventeen dollars an acre,² but later they were divided into three classes, to be sold at not less than seventeen, twelve, and eight dollars an acre, respectively.³

The first move toward establishing the university was made in 1819, when commissioners were appointed to select a site.⁴ Tuscaloosa was chosen as the location, and in 1821 the university was incorporated.⁵ The proceeds of the land sales were invested in stock of the Bank of Alabama, and were guaranteed by the State.⁶ In 1848 the amount of the university fund was declared to be two hundred and fifty thousand dollars, on which the State pledged to pay interest at six per cent. forever.⁷ After the State capital was removed to Montgomery, the university received the rent of the old State House at Tuscaloosa.⁸ In 1860 fifty thousand dollars was added to the university fund, and six per cent. interest on this amount since 1848 was directed to be paid to the university, on condition that the trustees should establish a military department.⁹ To increase the efficiency of this department, interest on the university fund was raised, the following year, to eight per cent.¹⁰

Since the War, donations have been made to the amount of one hundred and thirty thousand dollars.

MOBILE MEDICAL COLLEGE.

In 1800 this institution was established as a branch of the State University and given fifty thousand dollars.¹¹ Other grants have been made, amounting to \$17,250.

AGRICULTURAL AND MECHANICAL COLLEGE.

The acceptance of the agricultural land grant was provided for by the Constitution of 1867.¹² The grant consisted of two hundred and forty thousand acres, which were sold for a net sum of two hundred and sixteen thousand dollars. East Alabama College at Auburn offered its entire property, amounting to over one hundred thousand dollars, in buildings and lands, in case the new college should be located there.¹³ The offer was accepted, and Alabama Agricultural and Mechanical College was established in 1872.¹⁴ The State has given \$42,500 in money, and the college gets one-third of the tax on fertilizers, which has

¹ Laws of 1820, 4.

² Laws of 1822, 26.

³ Laws of 1825, 3.

⁴ Laws of 1819, 64.

⁵ Laws of 1821, 3.

⁶ Laws of 1832-3, 60.

⁷ Laws of 1847-8, 137.

⁸ Laws of 1857-8, 271.

⁹ Laws of 1859-60, 25.

¹⁰ Laws, extra session of 1861, 56.

¹¹ Laws of 1859-60, 348.

¹² Art. XI, sec. 14, Poore, 73. Report of Commissioner of Education for 1867, 126.

¹³ Catalogue of the Agricultural and Mechanical College for 1872.

¹⁴ Laws of 1871-72, 84.

yielded it nearly forty thousand dollars.¹ The interest on the land-scrip fund was in 1883 twenty-four thousand dollars.²

CONSTITUTIONAL PROVISIONS.

Besides the provisions of 1819 and 1867 already cited we find the Constitution of 1875 guaranteeing the inviolability of all educational funds,³ regulating the trustees of the University of Alabama and the State Agricultural and Mechanical College,⁴ requiring a two-thirds vote of the Legislature to change the location of these institutions,⁵ and permitting that body to exempt educational institutions from taxation.⁶

SUMMARY.

Alabama has been liberal in assisting higher education. Federal grants have been well administered and increased by State benefactions. Exclusive of the interest on the university fund and the land-scrip fund, the following aid has been given :

University of Alabama ⁷	\$130,000
Mobile Medical College.....	67,250
Agricultural and Mechanical College.....	82,500
	\$279,750

MISSISSIPPI.

JEFFERSON COLLEGE

It is gratifying to see the attention paid to education by the early settlers of Mississippi. The Territory, then comprising all of Alabama and Mississippi between thirty-first degree and the mouth of the Yazoo, was organized in 1798,⁸ and by an act of May 10, 1800, Congress authorized the first Territorial Legislature.⁹ Before three years had passed, this body made provision for the establishment of a college, to be known as Jefferson College.¹⁰ The institution was located at Washington, and its property was free from taxes. The trustees were permitted to raise ten thousand dollars by a lottery and to collect subscriptions for the college. In an act of 1803, regulating the disposal of

¹ Letter from President Brown, November 30, 1888.

² Laws of 1882-83, 29

³ Art. XII, sec. 2.

⁴ *Ibid.*, sec. 9.

⁵ *Ibid.*, sec. 10.

⁶ Art. X, sec. 6. See Poore, 92-94.

⁷ The university also received for several years the rent of the old State House at Tuscaloosa.

⁸ U. S. Statutes at Large, I, 549. Poore, Charters and Constitutions, 1049.

⁹ *Ibid.*, II, 69. Poore, Charters and Constitutions, 1051.

¹⁰ Toulmin's Digest, 411. Digest of 1816, 310.

the lands south of Tennessee, Congress reserved a township of land for Jefferson College.¹ Federal assistance did not here, as was so often the case elsewhere, put a stop to local effort. In 1811 the Legislature granted for the use and benefit of the college the property of all intestates dying without heirs in the United States.² This act remained in force ten years. The State loaned the college six thousand dollars in 1816,³ and four thousand dollars in 1820.⁴

The college is now extinct.

MISSISSIPPI COLLEGE.

In 1830 Mississippi Academy, in Hinds County, became Mississippi College.⁵ A loan of five thousand dollars for a year and a half had been made by the State in 1829,⁶ and in 1833 this was revived for five years.⁷

UNIVERSITY OF MISSISSIPPI.

In addition to the township of land granted to Jefferson College, Congress in 1819 gave another township for the support of a seminary of learning.⁸ The lands were judiciously located and leased until 1833. In that year commissioners were appointed to sell them and invest the money in bank stock.⁹ "Nearly all the proceeds of the Congressional land grant were lost on account of the wild and ruinous financial policy of the State which followed."¹⁰ The whole matter is much confused.

The first legislative movement toward establishing the University of Mississippi was in 1840. It was then directed that a university should be established and that it should have the income of the seminary fund, as the fund arising from the land sales was called.¹¹ A site was selected, and in 1844 the university was incorporated. In 1846 it was granted fifty thousand dollars "out of any money in the treasury not otherwise appropriated."¹² Two years later the institution was formally opened.¹³ The State treasurer was directed to pay the university \$6,226.75 a year, besides 6 per cent. interest on the amount then in the treasury.¹⁴ In 1850 we find an annual appropriation of a "further sum" of six thousand dollars, one-half from the revenue in the treasury and one-half from further sales of seminary land.¹⁵ On the establishment of a new professorship in 1854,¹⁶ and on a similar occasion in 1860,¹⁷ a salary of two thousand dollars a year was paid by the State. In his message of 1856 Governor McRae found the sum due from the State to the university to be \$1,077,790.07. The appropriations made from time to time, with

¹ U. S. Statutes at Large, II, 234.

² Digest of 1816, 264.

³ *Ibid.*, 486.

⁴ Laws of 1820, 53.

⁵ Laws, second session of 1830, 101.

⁶ Laws of 1829, 28.

⁷ Laws, first session of 1833, 97.

⁸ U. S. Statutes at Large, III, 485.

⁹ Laws, first session of 1833, 173.

¹⁰ Address by Chancellor Waddell.

¹¹ Laws of 1840, 95.

¹² Laws of 1846, 248.

¹³ Chancellor Waddell's address.

¹⁴ Laws of 1848, 104.

¹⁵ Laws of 1850, 127.

¹⁶ Laws of 1854, 160.

¹⁷ Laws of 1860, 238.

their proper interest, being deducted, there was left \$874,324.49 as the actual amount due in 1856. A bill was introduced acknowledging this indebtedness, but the only result was an appropriation of twenty thousand dollars annually for five years, extended for two years longer in 1860.¹ In 1860 a commissioner was appointed to investigate the seminary fund and give the status of the account with the university,² but we find no record of his report.

After the War the twenty thousand dollar appropriation was renewed.³ In the same year, 1867, commissioners were appointed to carry on a lottery; they were to pay five thousand dollars to the university before commencing business.⁴ In 1871 fifty thousand dollars was granted annually for ten years.⁵ The warrants of the State sold for but seventy-four per cent., however, and in 1875 this appropriation was replaced by one of thirty-five thousand dollars and one-half of the interest on the agricultural college land scrip.⁶ Since then the appropriations have varied in amount. "In 1874 a careful calculation showed that the fund belonging to the university in the hands of the State amounted to over one million five hundred thousand dollars."⁷ In 1880, "whereas the State of Mississippi did collect the proceeds arising from the sale of said lands and has never accounted for the same to the University of Mississippi," we find the Legislature engaging to pay interest on \$544,061.23 at six per cent. and appropriating \$32,643 annually as such interest.⁸

Up to 1888, the University of Mississippi has received from the State, exclusive of the land-scrip fund, nearly one million dollars. How much of this was appropriated as interest on the seminary fund and how much as direct gift it is impossible to determine.

AGRICULTURAL AND MECHANICAL COLLEGE.

The Constitution of 1868 directed that the Legislature should provide for the establishment of an agricultural college or colleges, and should take charge of the two hundred and ten thousand acres of land granted for that purpose.⁹ The lands, which amounted to but 207,920 acres, yielded a net sum of \$227,500.¹⁰ In 1873 it was directed that all moneys from the sale of land scrip should be used only for the construction of

¹ Chancellor Waddell's address. Laws of 1856, 76. Laws of 1859-60, 238.

² Laws of 1859-60, 391.

³ Laws of 1866-67, 366.

⁴ *Ibid.*, 452.

⁵ Laws of 1871, 718.

⁶ Annual catalogue for 1871. The State also gave, in scholarships, one hundred dollars to one student from each county.

⁷ Chancellor Waddell's address.

⁸ Laws of 1880, 192.

⁹ Art. VIII, sec. 8, Poore, 1090. Report of U. S. Commissioner of Education for 1867, 130*.

¹⁰ Catalogue of Alcorn University for 1866-67.

the Vicksburg and Nashville Railroad.¹ This was virtually repealed by an act of 1876, which provided that this road should deposit in the treasury State bonds to the full amount of the land scrip fund before any of the latter could be drawn out, and in case the road failed to comply within sixty days the fund was to remain in the treasury.² From 1875 to 1878 one-half of the interest on the fund went to the State university. In 1878 the fund was divided equally between the State Agricultural and Mechanical College at Starkville, for white students, and Alcorn University, for colored students.³

In addition to its share in this fund, \$5,678.75 annually, the college at Starkville has received from the State \$330,650.

ALCORN UNIVERSITY.

Alcorn University at Rodney was established in 1871, and given fifty thousand dollars a year for ten years.⁴ In 1875 this was changed to fifteen thousand dollars and one-half of the interest on the land scrip fund.⁵ Appropriations have since varied. The total amount set aside by the Legislature, exclusive of interest on the fund, is \$275,865. The share of this institution in the land scrip fund is \$113,575, invested at five per cent.⁶

MISSISSIPPI INDUSTRIAL INSTITUTE.

This institution, "for the education of white girls of the State of Mississippi in the arts and sciences," was founded at Columbus in 1884, receiving an annual appropriation of twenty-thousand dollars.⁷ The total amount received is \$107,857.50.

CONSTITUTIONAL PROVISIONS.

The Constitution of 1832 declares that "schools and the means of education shall forever be encouraged in this State."⁸ Besides the provision regarding the Congressional land grant, the Constitution of 1868 orders the establishment of a uniform school system and directs that the Legislature shall, "as soon as practicable, establish schools of higher grade."⁹

APPROPRIATIONS FOR 1887.¹⁰

Agricultural and Mechanical College at Starkville, in addition to amount derived from land-scrip fund	\$25,000.00
Industrial Institute at Columbus	29,928.75
Alcorn University, including interest on land-scrip fund	11,000.00
University of Mississippi	32,643.00
Total	\$98,571.75

¹ Laws of 1873, 516.

² Laws of 1876, 64.

³ Laws of 1878, 118.

⁴ Laws of 1871, 716.

⁵ Laws of 1875, 36.

⁶ Catalogue of 1886-87.

⁷ Laws of 1884, 50.

⁸ Art. VII, sec. 14, Poore, 1077. Report of Commissioner of Education for 1867, 107.

⁹ Art. VIII, sec. 1, Poore, 1089. Report of Commissioner of Education for 1867, 130.

¹⁰ Laws of 1886, 7.

SUMMARY.

Public aid has been of great importance in Mississippi education. The beginning of three of the most important institutions of learning came from the Federal Government, but the State has taken these germs and developed them into a vigorous life. The following is a summary of the donations of the State:

Agricultural and Mechanical College.....	\$330,650.00
Alcorn University.....	275,865.00
Mississippi Industrial Institute.....	107,857.50
	\$714,372.50

University of Mississippi, including income from seminary fund, about..\$1,000,000.00

LOUISIANA.

EARLY EDUCATION.

While Louisiana was yet under Territorial government the respective parishes were authorized in 1808¹ to establish elementary schools. The first State Constitution, adopted in 1812, made no mention of education, but the Legislature enacted laws providing for the establishment of parish schools. In 1814 the elementary parish schools were placed under the care and supervision of the police juries, and at the same time the sum of six hundred dollars annually was granted to each parish for the maintenance of said school or schools.²

This sum was increased to eight hundred dollars by an act of 1821, and finally fixed at \$1,350 by an act of 1827.³

But free schools were not established; these appropriations were made to institutions which were limited by a law to receive each only eight indigent pupils for instruction. Plans for a public school system had not yet been entertained.

The schools of the State in early times were usually meagre affairs. Although the State passed numerous acts for the assistance of schools and the endowments of academies and colleges, she did not make a decided attempt to establish a system of public education until 1845. The Constitution adopted at this time provided for free public schools throughout the State, for the protection of land grants, and for a State university.⁴

The public school system did not go into effect until 1847, and the university was established in 1855.

¹ Report of Commissioner of Education, 1867-68, 102.

² *Ibid.*, 1876, 146.

³ E. H. Farrar; Address, 1880, 5.

⁴ Title VII, Constitution, 1845.

HIGHER EDUCATION.

A step toward higher education was made by the act of the Legislature of 1833, which provided for an academy in each parish, and appropriated fifty thousand dollars for their annual support. The Legislature likewise, at various times, incorporated and endowed numerous colleges and academies, most of which passed out of existence before they entered the realm of higher education.

Concerning these institutions Mr. Farrar says in an address before the University of Louisiana in 1880: "After considerable labor given to find out exactly the sums expended by the State in the endowment and maintenance of these organizations, I have found it next to impossible to obtain full and accurate data; however, it is safe to assert that the sums thus expended will reach *two millions of dollars.*"¹

Having enumerated many (33) of the institutions thus created, Mr. Farrar says: "From the enumerations thus given it is obvious that if the interest taken by our people in public education should be measured by the liberality with which they have created and endowed institutions for that purpose, the measurement to be awarded them would be far from insignificant. But the important factor to be considered in this measurement is: What has become of these institutions? What is their history? What have we done towards elevating the standard of education in Louisiana? Melancholy, indeed, is the answer that comes to this questioning. With very few exceptions that answer is, 'They have perished, utterly.'" The exceptions are: Centenary College, Jefferson College, and the Louisiana State University and Agricultural and Mechanical College. "These three institutions are the sole living remnants of all those just mentioned." Since this address was made there has been a decided quickening of higher education in Louisiana. The State, as heretofore, is endeavoring to aid education, and with good effect.

THE UNIVERSITY OF LOUISIANA (TULANE).

This institution had its origin in certain land grants made by the United States "for the use of a seminary of learning." By an act² of the General Government passed in 1806 one township of land was granted for the above named purpose, and in 1811 another township was added³ to this and both were confirmed by an act⁴ (of 1824) which also authorized their location.⁵

¹ E. H. Farrar: Address, 4.

² U. S. Statutes at Large, Vol. II, chap. 39, sec. 11, p. 394.

³ *Ibid.*, chap. 14, p. 620.

⁴ *Ibid.*, chap. 97, p. 244.

⁵ By the reading of the act of 1811 three townships are granted, but this was probably not so intended, for by the act of 1827 only two townships are confirmed.

The first movement toward the utilization of these grants was made in 1845, when the following clause was adopted in the amended Constitution: "A university shall be established in the city of New Orleans. It shall be composed of four faculties, to wit: one of law, one of medicine, one of natural sciences, and one of letters."¹

This title also enjoined upon the Legislature the duty of preservation of the land grants to keep them inviolate for the purposes therein mentioned.

The university was chartered in 1847, a complete organization being effected² and the new constitution of 1852 asserts that, "The University of Louisiana in New Orleans, as now established, shall be maintained."³

For many years the university received but meagre support from the State. The medical course was organized with the opening of the college and has "won an enviable reputation." An act of the Legislature approved March 28, 1850, appropriated twenty-five thousand dollars for the advancement of medical education in Louisiana, to be paid to the university in two installments, in July and December of the following year.⁴ The law department also was continued with a degree of success, but the literary department was nothing "more than a grammar school, save and except the form of a collegiate organization kept up from 1851 to 1856." In 1855 the sum of \$13,500 was appropriated to complete a building for the law department.⁵ The State prior to 1868 had given no aid to the university except a building for students, but in the revised Constitution of this date had stipulated to give "one half of the funds derived from the poll-tax * * * to the support of the free public schools throughout the State and the University of New Orleans,"⁶ and that "the General Assembly shall provide by law for its organization and maintenance."⁷ By the Constitution of 1879 the institution was endowed permanently by authorizing the sum of not more than ten thousand dollars payable annually to the university.⁸ At the expiration of this period the university was united with the Tulane University (in 1884). Since that time no appropriations have been made by the Legislature.

A list of the appropriations made by the State is kindly furnished me by the president, William P. Johnston, in a letter dated November 30, 1888.

¹ Constitution of Louisiana, 1845, Title VIII, Art. 137.

² Laws of 1847.

³ Constitution of Louisiana, 1852, Title VIII, Art. 139

⁴ Laws of 1850, p. 189.

⁵ Laws of 1855, p. 192, No. 137.

⁶ Constitution of Louisiana, 1868, Title VIII, Art. 141

⁷ *Ibid.*, VII, Art. 142.

⁸ *Ibid.*, 1879, Art. 227.

APPROPRIATIONS TO TULANE UNIVERSITY OF LOUISIANA.

One-half block in the city of New Orleans was granted to the university by the State for a site, which was valued at ¹	\$15,000
In 1847, acts of 1847, p. 105.....	25,000
In 1850, acts of 1850, p. 189.....	25,000
In 1853, acts of 1853, p. 173.....	6,000
In 1855, acts of 1855, p. 192.....	13,500
In 1857, acts of 1857, p. 106.....	12,500
In 1866, acts of 1866, p. 254.....	25,000
In 1867, acts of 1867, p. 335.....	3,000
In 1871, acts of 1871, p. 50.....	6,500
In 1879, Constitution, Art. 227, ten thousand dollars per annum for five years from date of act.....	50,000
Total appropriation.....	155,500

THE STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE.

This institution is located at Baton Rouge and must not be confounded with the University of Louisiana at New Orleans. The university at Baton Rouge originated in the union of the old State Seminary of Learning with the Agricultural and Mechanical College. Mr. Fay, in his *History of Education in Louisiana*, traces the history of Rapides Academy, which was incorporated in 1819 under the name of Rapides College, and shows that the State Seminary of Learning was the natural successor to the college. This school was among the first in the State to receive the benefits of the appropriations made to academies and seminaries. The Legislature in 1853 chartered the "State Seminary of Learning and Military Academy," and two years thereafter located and founded the institution on a site about three miles from Alexandria in the county of Rapides. The power of control of the seminary was vested in seven trustees appointed by the Governor with the approval of the Senate, who must render an annual report to the Legislature. Authority was given to the trustees by the Legislature to purchase for a site the "pine-woods seat," formerly belonging to Mrs. E. R. Williams, at a price not exceeding \$3,190.² It was enacted in 1855 that thirty thousand dollars be appropriated to assist in the construction of buildings, and the carrying out of the act of incorporation.³ By the same act the trustees were authorized to purchase eighty acres additional for one thousand dollars. The school was not formally opened until January 2, 1860, when it was placed under the superintendency of Col. W. T. Sherman.

But scarcely were its doors opened before they were closed again on account of the Civil War. The seminary suspended June 30, 1861, and resumed its exercises April 1, 1862, continuing just twenty-two days,

¹ Letter from President William P. Johnston, November 30, 1894

² Laws of Louisiana, 1853, p. 47, No. 72.

³ *Ibid.*, 1855, p. 94, No. 96; p. 404, No. 317.

when it again suspended on account of the occupation of the country by the Federal troops.

The college was reopened October 2, 1865; for the necessary expenses of the reopening, the Governor borrowed in behalf of the institution the sum of twenty thousand dollars.

The Legislature acknowledged the indebtedness of the State to the seminary of the interest on the permanent fund of one hundred and thirty-six thousand dollars for the years 1863, 1864, and 1865, and authorized the payment of this to the amount of \$25,800. In addition to this special appropriations were made as follows: Five thousand dollars for repairs, five thousand dollars for apparatus, one thousand dollars for current expenses, and \$15,600 for the maintenance of fifty-two cadets, or three hundred dollars each, to as many as should attend, not exceeding fifty-two.¹

In 1866-67 the number of beneficiary cadets was fixed equal to the number of representatives in the Legislature from each parish, and the amount paid to each student was four hundred dollars. The Legislature appropriated over thirty-six thousand dollars to meet the expenses of these cadets, besides giving ten thousand dollars for special purposes.

In 1867-68 the Legislature provided for the support of ninety cadets at the above rates, thirty-six thousand dollars, and the following session appropriated twenty-five thousand dollars for buildings and improvements.

In 1870 there was appropriated the sum of twenty thousand dollars to the seminary, and allowed \$35,700 for the support of cadets. In 1871 there was appropriated twenty thousand dollars to the university² at large, ten thousand dollars for apparatus, and \$46,200 allowed for the support of cadets.

It seems that the Legislature failed to make the usual appropriations for the support of the university for several years subsequent to 1871 and consequently the life of the institution was at a low ebb.

FOUNDING OF THE AGRICULTURAL AND MECHANICAL COLLEGE.

The Agricultural and Mechanical College was founded in 1874, and its union with the university in 1876 brought new life to this institution. The agricultural college was opened temporarily at New Orleans, but retained its separate existence for only three years, to the date of its organic union with the university at Baton Rouge.

The new university was organized in 1877 and reorganized in 1880. It was placed under control of twelve supervisors appointed by the Governor, in addition to three *ex-officio* members, viz, the president of

¹ Fay: History of Education in Louisiana; part of the facts on this subject have been taken from Mr. Fay's manuscript, which was kindly lent the writer.

² The name of the seminary was changed in 1871 to that of university.

the faculty, the Superintendent of Public Instruction and the Governor of the State.

The proceeds of two hundred and ten thousand acres of land donated to the State by Congress yielded a net return of \$182,313.03 in United States currency.¹ This was invested in State bonds, making a fund of three hundred and twenty-seven thousand dollars, drawing six per cent. interest. Two years later (1875) these bonds were converted by constitutional amendment into new consolidated State bonds to the amount of \$796,200, bearing seven per cent. interest.² Again in 1879, this investment was converted by constitutional enactments into a simple obligation and the original sum (\$182,313.03) was entered upon the auditor's book to the credit of the university at an interest of five per cent. The bonds were destroyed.

The first investment yielded an income of \$19,620, the second \$13,734, and the last \$9,115.65, the present income.³

Since the organization of the new institution known as the State University and Agricultural and Mechanical College, it receives its support from three sources, viz, from four per cent. on one hundred and thirty-six thousand dollars, the seminary fund;⁴ five per cent. on \$182,313, the agricultural college fund, and the annual appropriation of ten thousand dollars per annum⁵ out of the public treasury since 1879.⁶

The income from these sources amounted in 1881-82 to \$24,556, and in 1886-87 to the same. The appropriation of the Legislature for 1889 is ten thousand dollars, and for 1890 the same; provided that two thousand dollars of each appropriation be used for necessary building repairs.⁷ In addition to the above amount the sum of four hundred and fifty dollars is appropriated for insurance.

SOUTHERN UNIVERSITY.

This school was organized by the Legislature in 1880 for the education of the colored race. At its foundation the Legislature granted an annual appropriation of ten thousand dollars for its support.

The school has grown with wonderful rapidity, and is a monument of the present good will of the State toward the education of all citizens. The Legislature in 1888 increased the appropriation for the years 1889 and 1890 to seventy-five thousand dollars each.⁸

SUMMARY OF APPROPRIATIONS.

It is quite impossible to make an estimate of the sums spent in Louisiana by the State for higher education. But we can at least estimate the several recognized State institutions.

¹ Report of the Board of Supervisors, p. 32.

² *Ibid.*

³ Regents' Report, 1888, p. 32.

⁴ *Ibid.*, 1882.

⁵ Poore, Constitutions.

⁶ Report of the Commissioner of Education, 1881, p. 88.

⁷ Acts of the Assembly, 1888, No. 48.

⁸ *Ibid.*

Tulane University	\$155,500
State Seminary of Learning and Military Academy	299,090
State University and Agricultural and Mechanical College	120,000
Southern University	220,000
Total appropriations	794,590

Col. William P. Johnston estimates the amount received by the Agricultural and Mechanical College at Baton Rouge to be over one million dollars; this probably includes the incomes on the Congressional donation. In a memorial made to the General Assembly in 1860 by the Governor of Louisiana it is stated that more than three million dollars had been spent on colleges and academies. As before stated, Mr. Farrar, in an address delivered June 30, 1880, estimated that over two million dollars had been spent in this way. It is very difficult to arrive at any exact statement concerning the amount spent for higher education, for indeed the academies and some of those called colleges would be classified under the head of secondary instruction.

 TEXAS.

The peculiar conditions attached to the admission of Texas into the Union enabled her to retain the title to her public lands, and thus to have entire control of all reservations for public education. However, the method pursued here did not differ materially from that pursued by other States under the ordinance and policy of 1787.

In the year 1839, while Texas was yet an independent republic, the Legislature enacted¹ that there should be granted to each county then organized three leagues of land² for the purpose of establishing a primary school or academy. These lands were to be located in the county receiving the benefit of the grant if such suitable land could be there obtained, otherwise they were to be located in any of the public lands of the State and were to be located and surveyed at the public expense. The lands were to be surveyed in tracts of not less than one hundred and sixty acres each. In the following year the grant was enlarged to four leagues for each county and in 1850 the act³ was made general for all newly organized counties.

The chief justice and two associate justices of each county were made *ex officio* school commissioners to adjust and apply the land grant to the support of the schools heretofore mentioned.⁴

This peculiar method of forming a school board out of the judiciary

¹ Laws of 1839, p. 120.

² The square league was the unit of land measure used by Spain, in all the Spanish American provinces.

³ Laws of 1850.

⁴ Laws of 1840, p. 146.

arose from the Spanish system of *alcaldes* who, as judges, had various other duties of administration attached. By this plan the better organized counties had schools at an early date, but it was not until 1854 that a law¹ was enacted to institute a system of free schools throughout the State. But the provision of the State was entirely inadequate for the maintenance of the schools formed, about four-fifths of their support being derived from tuition.² This plan was followed until the inception of the Civil War, when the entire disorganization followed.

CONSTITUTIONAL PROVISIONS.

The school system formed in 1854 was based upon the provisions of the Constitution of 1845, which declares that "a general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the Legislature of this State to make suitable provision for the support and maintenance of public schools."³

"The Legislature shall as soon as practicable establish free schools throughout the State and shall furnish means for their support by taxation on property; and it shall be the duty of the Legislature to set apart not less than one-tenth of the annual revenue of the State derived from taxation as a perpetual fund, which perpetual fund shall be appropriated for the support of free public schools."⁴

The Constitution of 1836 was silent on the subject of education, but that of 1866 and the amendment of 1869 repeated in general the sentiments of that of 1845; but it was not until 1876 that specific provisions were made for the support of higher education. These provisions we will speak of under the subject of

THE UNIVERSITY OF TEXAS.

The laws of 1839, granting public lands for the support of free schools also granted that three leagues of land should be set apart for the establishment and endowment of two colleges or universities.⁵ However, nothing was done toward the establishment of a university until 1858, when a law was passed for the organization of said institution. The next legislation on the subject occurred after the interval had elapsed, set apart by the course of human events for the adjustment of political difficulties. This legislation, embodied in the Constitution of 1866, decreed that the land set apart for the endowment of universities shall be preserved, and authorized such legal provisions by the Legislature "as will organize and put into operation the university."⁶

¹ Laws of 1854.

² Report of Commissioner of Education, 1876, p. 384.

³ Constitution of 1845, Art. X, sec. 1.

⁴ Constitution of 1845, Art. X, sec. 2.

⁵ Laws of 1839.

⁶ Constitution of 1866, Art. X, sec. 8.

PUBLIC LANDS.

In addition to the three leagues of land granted in 1839, every tenth section of lands granted or that might be granted to railroad companies or to the Galveston and Brazos Navigation Company was reserved for the benefit of the university.

It is estimated that this grant would have reached the magnificent proportions of one million six hundred thousand acres, "situated in the most thickly settled parts of the State, and worth, perhaps, on an average five dollars per acre."¹ Unfortunately for the university the grant of the tenth sections was withdrawn by the Constitution of 1876, and in lieu thereof one million acres of the unappropriated public domain were ordered set apart and appropriated for the endowment, maintenance, and support of the university.²

By an act of April 10, 1883, another million acres of land was set apart out of that portion of the public land devoted to the payment of the public debt to constitute a part of the permanent endowment fund of the University of Texas.

Out of the original grant of three leagues "there have been sold and patented 147,238 acres; sold and unpatented, 67,416 acres; in conflict, 21,762.5 acres."³

There were located of the tenth-section grants of the Galveston and Brazos Navigation Company nine and four-tenths sections, situated mainly in the eastern portions of the State and bringing no revenue at present.⁴

Of the first million-acre grant of 1876 only 71,040 acres are leased; these bring a revenue of \$3,524.96, the remaining 928,960 acres being wholly unproductive. The second million-acre grant remains entire, none of it having been either sold or leased.

The total remaining grant of 1,928,960 acres is nearly all grazing land.

From the regents' report⁵ of 1886 it seems that the present income of the university from its magnificent landed endowment is only \$47,552.54, part of which is from matriculation fees, amounting in 1887 to about \$3,200.⁶

From the same report we glean the following items which are presented here in order to show the method pursued by the Legislature in the treatment of the university grant.

First, the Legislature appropriated the fund for the uses of the State to the amount of \$145,761.90, as follows:⁷

By act of January 31, 1860	\$109,472.36
By act of January 29, 1861	9,768.52
By act of February 8, 1861	25,000.00
By act of January 9, 1862	1,520.41

¹ Regents' Report, 1886, p. 7.

² Constitution, 1876.

³ Regents' Report, 1886, p. 8.

⁴ *Ibid.*

⁵ Regents' Report, p. 6.

⁶ Comptroller's Report, 1887, p. 5.

⁷ Regent' Report, p. 69; letter from Comptroller.

In each case there was a promise to pay the university the amount borrowed as soon as there were sufficient funds in the treasury to warrant it.

These funds have all been returned except in the cases of the second and fourth loans, amounting to \$11,289.02, which have not yet been repaid (1886). There was in connection with this the sum of \$12,230.36 of State warrants received in payment of university lands, which appears to have been dropped from the books in one of the acts of the constitutional convention of 1866, securing the school fund and university fund, and which has not yet been restored by the State to the University.

By the Constitution of 1876 the Agricultural and Mechanical College of Texas, established by an act of the Legislature of April 19, 1871, was made a part of the University of Texas. The Legislature has recognized this by appropriating from the university fund, for its support, an act not in accordance with the intent of the Federal and State Governments in making the grants for the support of the two institutions. From July 9, 1879, to April 1, 1885, in four separate acts, fifty thousand dollars were granted to the Agricultural and Mechanical College at Bryan. In regard to this it is set forth by the regents that "the college at Bryan is entitled to say that it is the technical branch of the University of Austin, but the University of Austin is not entitled to say that it has a technical branch at Bryan,"¹ for the reason that the branch at Bryan is not under the control of the regents of the university.

It is also to be noted that the Legislature appropriated at different times in the years 1879 and 1881 the aggregate sum of \$27,600 for the support of the Prairie View Normal School, established for the professional instruction of colored teachers, but for some cause only \$14,495.73 has been disbursed.

As this normal school, though a State institution, has never been recognized as having any relation whatsoever to the University, it would seem that the Legislature has gone far from justice and fallen short of duty in this respect.

Nevertheless, in the face of the above misdirections, there is no reason to fear that the State will not eventually make full and complete restoration of all misappropriated funds.

THE AGRICULTURAL AND MECHANICAL COLLEGE.

Texas received from the Congressional grant of 1862, 180,000 acres in land scrip, which were formally accepted by the State in 1866. The scrip was sold in 1871 at eighty-seven cents per acre, yielding net proceeds of one hundred and fifty-six thousand dollars, which were invested in seven per cent. gold frontier defence bonds of the State, issued under act of August 5, 1870, and thus making a permanent fund of one hundred and seventy-four thousand dollars.²

¹ Report of Regents, 1886, p. 15.

² Catalogue, 1885, p. 66.

There had accrued as interest on these bonds, in 1876, the sum of about thirty-five thousand dollars, which increased the permanent fund to the amount of two hundred and nine thousand dollars.¹

The Legislature very promptly fulfilled its obligation by authorizing the establishment of the college by an act approved April 17, 1871, and by making liberal successive appropriations for building purposes, aggregating one hundred and eighty-seven thousand dollars, extending over the years 1871-76.² The county of Brazos, in order to secure the location of the college within its limits, donated the present agricultural farm of 2,416 acres, situated five miles from the town of Bryan.

An act approved March 9, 1875, and amended March 30, 1881, is the law for the present government of the college. It is controlled by a board of five directors appointed by the Governor of the State, said directors to be selected from different parts of the State and to hold office for six years. The government of the college is vested in this board, which has power to make rules and regulations for the same.

In 1876 the Constitution adopted at that time made the college a "branch of the University of Texas for the instruction in agriculture, the mechanic arts, and the natural sciences connected therewith."³ And three years later the State librarian was authorized to turn over all books, minerals, and other geological specimens to the Agricultural and Mechanical College of Texas.

At the time of the organization of the college in 1876 there was but little sentiment in the Southern States against the exclusive study of the classics at the expense of the sciences and mechanic arts, and it is, therefore, not surprising to learn that the college opened as a classical and mathematical school for academic instruction rather than a technical school for the purpose of special training. While not neglecting the instruction in agriculture and the mechanic arts and studies adjunct to these, the classical instruction and general culture of the institution received the most attention. In this the institution but supplied the demands of the citizens of the State, and was not contrary to the general act of the Federal Government making the grant and establishing the conditions upon which such schools should be founded. But totally unprepared for teaching sciences and agriculture, the multitude of students who flocked to the school, did not receive what they came for, dissatisfaction arose, and the school proved so nearly a failure that it was necessary to call a meeting of the directors in November, 1879, when the school was reorganized. The Latin and Greek courses were consolidated and made subordinate and optional while the courses in science and agriculture were made more prominent.

It is to be noted that the attempt to maintain a system of manual labor on the farm failed here as elsewhere in the majority of cases

¹ Comptroller's Report, 1887, p. 6.

² Annual Catalogue, 1887, p. 8.

³ Constitution, 1876, Art. VII, sec. 13.

where it has been tried. It was not until 1882 that the agricultural and mechanical departments were put into full operation.

There has been a flourishing military department from the beginning.

In 1888 the board of directors, in accordance with the act of Congress of 1887, established an experiment station in connection with and under the control of the authorities of the college.

SUMMARY OF GRANTS.

The State has made the following liberal appropriations for the support of the school:

1871, for building, etc ¹	\$75,000.00
1874, for building, etc.....	40,000.00
1875, for building, etc.....	32,000.00
1876, for building, etc.....	40,000.00
1879, for library and apparatus.....	15,000.00
1881, for improvements.....	4,987.44
1881-82, State students.....	15,000.00
1883-84, State students.....	6,000.00
1883-84, expense of land suit.....	8,000.00
1883-84, repairs, improvements, etc.....	40,000.00
1885-86, maintenance and support ²	30,000.00
1887-89, maintenance and support.....	35,000.00
1888, for repairs and further equipment.....	41,500.00
Total State appropriation.....	382,487.44

The State misappropriated from the university fund as follows:

Act, July 9, 1879.....	\$15,000
Act, April 1, 1881.....	15,000
Act, April 23, 1883.....	10,000
Act, April 1, 1885.....	10,000
Total.....	50,000

The productive fund of the institution is two hundred and nine thousand dollars, yielding an annual income of \$14,280, one hundred and seventy-four thousand dollars being invested in seven per cent. State bonds and thirty-five thousand dollars in six per cent. State bonds.

The value of the lands and buildings amounts to \$228,972. The productive fund amounted in 1886-87 to two hundred and nine thousand dollars, which yielded an income of \$14,280.

ARKANSAS.

THE SEMINARY GRANT.

By an act of March 2, 1827, Congress set aside two townships of land for the use and support of a seminary of learning in the Territory of Arkansas.³ The Assembly in 1833 made it the duty of the Territorial

¹ Catalogue 1885, p. 28.

² Letter from the president, Louis M. McInnis, December 4, 1888.

³ U. S. Statutes at Large, IV, p. 235; see, also, p. 661.

treasurer to loan out on good security the proceeds arising from the sales of seminary lands.¹ Five years later, the Governor was authorized to dispose of all such lands, but the price must be at least ten dollars an acre. The proceeds were to be deposited in the Bank of the State of Arkansas, to the credit of the university funds.² Some difficulty seems to have been found in obtaining so much for the lands, as we find the next Legislature reducing the minimum price to six dollars an acre.³

As a distinct fund, the seminary fund disappears in 1849, when it was divided among the counties for common school purposes. Only the interest could be used; the principal was to remain inviolate.⁴

ARKANSAS INDUSTRIAL UNIVERSITY.

By the act of Congress granting land for agricultural colleges, Arkansas received one hundred and fifty thousand acres. This was accepted in 1867.⁵ In the following year the land scrip was given to Arkansas Industrial University, which was to be located in the town that held out to it the greatest inducements.⁶ Fayetteville was chosen as the site, and the university opened in 1872.

The assistance of the State has been liberal. So far there has been appropriated \$257,894.33, of which sixty thousand dollars was given in 1887.

CONSTITUTIONAL PROVISIONS.

The Constitution of 1836 provided that education should be encouraged, and this was retained in the Constitution of 1865.⁷

In article IX, section 3, of the Constitution of 1868, we read: "The General Assembly shall establish and maintain a State university, with departments for instruction in teaching, agriculture, and the natural sciences, as soon as the public school fund will permit."⁸ Section 4 guaranties the inviolability of educational funds, as does also article XIV, section 2, of the Constitution of 1874.

SUMMARY.

In the earlier period the attention of Arkansas was confined to primary education, but since the establishment of the industrial university, advanced instruction has been regarded. For this purpose the State has appropriated \$257,894.33.

¹ Laws of 1833, 35.

² Laws of 1838, 21.

³ Laws of 1840, 95.

⁴ Laws of 1848-49, 62.

⁵ Laws of 1866-67, 85.

⁶ Laws of 1868, 327.

⁷ Report of U. S. Commissioner of Education for 1867-68, 110.

⁸ *Ibid.*, 126. Poore, Charters and Constitutions, 146

CHAPTER VIII.

STATE EDUCATION IN THE WESTERN STATES.

It has become a settled policy among the States of the West to adopt a system of public education that includes a university. While non-State schools are not discouraged by legislative authority, there is a tendency to regard a State university as a sacred trust, essential to the public schools and to be guarded with jealous care. There is also a marked tendency in several States to keep the university near to the people; to make of it a democratic institution. For example, the University of Nebraska is governed by a board of regents, six in number, elected by the people for a term of six years. The State of Colorado has wisely adopted the same method. This gives the people an opportunity to prevent the management of the university from falling into the hands of political manipulators. The University of Nebraska is an excellent example of an institution that has been preserved from the toils of politics. It seems to have been established and maintained in the interests of the people. It is rather suggestive of the fact that with an organization of the right kind there is no necessity that any State university should be contaminated through partisan influences.

After a review of the effects of the changeable course of legislative bodies in the disposal of the public school lands, it is very gratifying to turn to the Constitution of Nebraska and find it there enacted that no public lands reserved for school purposes shall be sold for less than seven dollars per acre. Nebraska and California are among the best examples of the profitable disposal of public school lands. A wise policy seems to have dominated the management of the United States grants, while the incomes arising from them have been continually supplemented by generous appropriations by the Legislatures.

It is also notable that the Legislatures of several States are inclined to remove as far as possible the uncertainty of legislation by granting permanent endowments to universities. In this respect they are following the commendable example of Michigan, which gives one-twentieth of a mill on each taxable dollar, and Wisconsin, which gives one-eighth of a mill on each taxable dollar, for the permanent support of their respective universities. Iowa gives a fixed endowment of twenty thousand dollars per annum; Nebraska gives three-eighths of a mill on each taxable dollar for the maintenance of the university; California gives one-tenth of a mill tax for the same purpose; and Colorado gives three-

fifths of a mill for the support of three institutions of higher education. These permanent incomes are supplemented by liberal appropriations for current expenses and for buildings.

In these comparatively new States, where provisions for higher education are made while they are yet Territories and with the advantages of the experience of other States in the management of universities and their endowments, there is abundant opportunity to test the principles and the practice of State education to their fullest extent.

MISSOURI.

CONSTITUTIONAL PROVISIONS.

The first Constitution of Missouri, adopted in 1820, upon the admission of that State into the Union, asserts that "The General Assembly shall take measures for the improvement of such lands as have been or hereafter may be granted by the United States to this State for the support of a seminary of learning; and that the funds accruing from such lands by rent or lease or in any other manner, or which may be obtained from any other source for the purposes aforesaid, shall be and remain a permanent fund to *support a university for the promotion of literature and of the arts and sciences.*"¹ This early obligation taken by the people of the State for the administration of the trust imposed by the General Government granting two townships of land to the State for the purpose of a seminary of learning was, as in many other cases on record, a long time in being fulfilled.

Nothing was done towards the organization of a college until the year 1839, when an act was passed "to provide for the institution and support of the State university and colleges."² The bill was very elaborate, authorizing the organization of a central university and a system of colleges and academies in different parts of the State designed to be general educators and supporters of the university. These colleges were to be under the visitorial power of the curators of the university. This plan proved impracticable on account of its cumbrous nature and of the insufficiency of funds to carry out the scheme. In the same year an act was passed authorizing the selection of a site for a university within two miles of the county seat of one of the seven central counties in the State, namely: Cole, Cooper, Callaway, Boone, Howard, or Saline. It was further provided that the site should contain at least fifty acres of land.

A UNIVERSITY FOUNDED.

The commission appointed by the Legislature to select the site accepted the offer of the citizens of Boone County, who pledged to give \$117,900 to the university provided that it be located at Columbia.

¹ Constitution 1820, Art. VI, sec. 2.

² The University of Missouri, Hough.

Prior to this act there had been established a school called Columbia College, which was merged into the university, and the college building afforded accommodations for the students until the first university building was finished. The governing body of the university is a board of curators appointed by the General Assembly.

At the second meeting of the board in 1839, the curators entered at once upon their duties of organizing the university and the erection of buildings.

TREATMENT OF THE SEMINARY LANDS.

The lands which constituted the Federal endowment of the university were of very good quality, mostly situated in Jackson County. The Legislature ordered the sale of these lands in 1831, fixing the minimum price at two dollars per acre.

The result of this management yielded only the small sum of seventy thousand dollars as a permanent fund. The proceeds were invested in the stock of the Bank of the State of Missouri, and there remained until the accumulated fund amounted to one hundred thousand dollars, in 1839. A president of the new institution was elected in 1840. For twenty-five years following the University of Missouri existed as a college of liberal arts, during which time the State of Missouri gave no assistance for its support. The legislative body did not even make good the deficit occurring through mismanagement, nor did it pay the curators except from the university funds. It had for its record the waste of a beneficent grant which would have formed a magnificent endowment had it been properly managed.

The lands were chosen and located in the most fertile part of Missouri, many of them in Jackson County, near Independence, and many of them were located in and adjoining Kansas City. "These lands, which were sacrificed are placed upon the assessment roll to-day (1885) at a valuation of three million dollars, and as every man knows that landed property in the State is not assessed at more than two-thirds of its actual value, they are worth at this time \$4,500,000."¹ It will be remembered that these lands were held in trust by the State for the benefit of a seminary of learning. "The trust was not carried out in good faith; the lands were prematurely and improvidently sold at an insufficient price, and thus the university was deprived of a large endowment fund."²

But it must be noted that the sale of these lands was ordered by the Legislature nine years before the university was organized, and consequently there was no one to exercise especial care over the university lands except the Legislature. "We venture the opinion that if these lands had been held in trust for ten years and until after the incorporation of the university by legislative act and then sold they would have commanded at least from ten dollars to twenty dollars per acre, for they were the richest lands in the State and were judiciously located in one of her finest counties."²

¹ Report of Curators, 1834-85, 204.

² *Ibid.*

REORGANIZATION OF THE UNIVERSITY.

The record of the State, after twenty years of silence, on the subject of the injudicious investments of the funds of a struggling college, was broken by the event of the Civil War. The college suspended its work from 1862 to 1865, and when it resumed it was upon a new basis—that of a university. The Constitution adopted in 1865 declared expressly that “The General Assembly shall also establish and maintain a State university, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public school funds will permit.”¹ The condition of the university in 1866 was deplorable. The sole endowment consisted of one hundred and twenty-three thousand dollars of stock in the old Bank of the State of Missouri and its branch at Chillicothe, the investment of the proceeds of the Congressional grant.

This stock paid, occasionally, small dividends. The number of students in 1866 was one hundred and four, the total income \$7,292.98, while a floating debt of twenty thousand dollars harassed the new officers of the institution. A corps of six—a president, three professors, and two tutors—composed the teaching force.

It was evident that this was not the university called for by the Constitution.

Not a dollar had ever been appropriated by the State in any manner whatever toward the support of the university. But the spell was broken in 1866-67 when the Legislature, for the first time, showed a gleam of recognition of its responsibility to higher education by appropriating ten thousand dollars for repairs on buildings. At the same time one and three fourths per cent. of the State revenue, after deducting twenty-five per cent. for the public school fund, was devoted to the support of the institution. By this act its annual income was increased from the amount of twelve thousand dollars to fourteen thousand dollars.

THE AGRICULTURAL GRANT.

An attempt to dispose of the Congressional land grant led to an entire reorganization of the university. A committee was appointed on reorganization and enlargement. The normal department had already been organized in 1868, and the university in 1870 consisted of this department and the College of Liberal Arts before referred to.

In accepting the grant of three hundred and thirty thousand acres of land scrip, seventy-five per cent. of the proceeds was devoted to an Agricultural and Mechanical College, and twenty-five per cent. to a School of Mines; the former was organized in 1870, the latter in 1871.

This was the beginning of the reorganization recommended by the committee which reported in 1870 and placed the university at the head of the public school system.

¹ Constitution of 1865, Art. IX, sec. 4.

The College of Law was organized in 1872, and in the year following the College of Medicine and the department of analytical and applied chemistry.

The agricultural college was located at Columbia, in Boone County, a farm of six hundred and forty acres and thirty thousand dollars being donated by that county for its location.¹

Under the new organization the endowment funds increased from one hundred and twenty-three thousand dollars of unproductive bank stock in 1870 to two hundred and thirty-one thousand dollars productive funds in 1876, in addition to the income from the Congressional land grant, the State income, and the Rollins fund. The entire income in 1876 was \$63,443.69.

The State has since made appropriations at different times. According to the report of the curators in 1884-85 the whole amount of State appropriations from October 1, 1841, to December 31, 1882, a period of more than forty years, has been \$534,343. A comparison with other institutions in the same period shows the entire expenditure for the penitentiary to be \$2,381,052.72; for the insane asylums, \$2,071,273.21; deaf and dumb asylums, \$1,044,901.37; school for the blind, \$661,592.51.²

GIFTS AND APPROPRIATIONS.

Seminary fund from the original grant of two townships of land by Congress in 1820 investment ³	\$108,700
Gifts from individuals, Boone County, in order to secure the location of the university (1839).....	117,500
Gift of Phelps County to secure the location of the School of Mines (1871)	130,545
Gift of Boone County and Columbia to secure the location of the Agricultural College.....	90,000
The Rollin's gift, at present (1882).....	32,000

APPROPRIATIONS BY THE STATE.

Upon the reorganization of the university in 1872, the State issued bonds covering the amount of the fund derived from the agricultural grant of 1862, which, with interest on the same, was one hundred and forty-seven thousand dollars; and the indebtedness of the State bank, on account of the seminary funds held in trust. The entire amount of the bonds issued was one hundred and sixty-six thousand dollars. In addition to this the Legislature authorized that bonds be issued to the amount of thirty-five thousand dollars for the benefit of the School of Mines at Rolla; the proceeds to be used in the erection of buildings for that institution. From this time on the State has been the

¹ Report of Curators, 1884-85, 200.

² *Ibid.*, 205.

³ History of the University of Missouri, Franklin B. Hough, 51.

earnest friend of the university and its departments, as the following appropriations will show :

1875-76.—School of Mines		\$10,000.00
1877-78.—School of Mines	\$15,000.00	
University at Columbia.....	33,500.00	
		48,500.00
1879-80.—School of Mines	15,000.00	
University	39,000.00	
		54,000.00
1881-82.—School of Mines	15,000.00	
University.....	49,634.00	
		64,634.00
1883-84.—School of Mines	15,000.00	
University.....	185,377.50	
		200,377.50
1885-86.—School of Mines.....	25,000.00	
University.....	87,810.00	
		112,810.00
1887-88—School of Mines	15,000.00	
University	99,461.00	
Agricultural College.....	32,450.00	
		146,911.00

Comparing the statement with the report of the curators, given above, that the total State appropriations prior to 1882 was \$534,339, we find that since that date the sum of \$460,098.50 has been appropriated, or a grand total of \$995,437.50, for the University of Missouri.

IOWA.

CONSTITUTIONAL AND LEGISLATIVE ACTS.

The first legislation in Iowa in favor of higher education was made in reference to the disposal of the seminary lands reserved by Congress, July 20, 1840, "for the use and support of a university within the said Territory when it becomes a State."¹

The State Constitution adopted² on the event of the admission of Iowa into the Union guards with jealous care the grant of the Federal Government. It instituted that measures should be taken by the General Assembly for the protection and improvement of the university lands, and that all revenues arising from the sale of the same should constitute a permanent fund, the interest of which should be used for the support of a university "with such branches as the public convenience hereafter demand for the promotion of literature, the arts and the sciences as may be authorized by the terms of such grant."³

These principles are more clearly set forth in the code.⁴

¹U. S. Statutes at Large, V. 789.

²The Constitution, proposed and rejected by the people in 1844, contained the same provisions.

³Constitution of 1846, Art. X, sec. 5.

⁴Title XII, Art. 1, 2, 3.

Following closely the decrees of the Constitution, the first Legislature passed an act¹ locating the University of Iowa at Iowa City, granting for its use the public buildings² of the city, together with ten acres of land upon which they were situated, and the two seminary townships. The act further provides for the appointment of fifteen trustees by the General Assembly for the control of the said university, and authorized the proceeds of funds arising from the sale of lands to be loaned on real estate security for a term of years not less than five. It was further enacted "that the said university shall never be under the exclusive control of any religious denomination whatever." These donations were made upon the express condition that the said university shall, at such a time as the revenue shall equal two thousand dollars per annum, instruct and prepare fifty students annually for the business of common school teaching.³

In January, 1849, two branches of the university were authorized, one at Fairfield and the other at Dubuque, each to be placed on an equal footing with that of Iowa City.⁴

At Fairfield a site was purchased containing twenty acres and a building partially erected at a cost of twenty-five hundred dollars. In 1850 a hurricane nearly destroyed the building, which, however, was replaced by the citizens of Fairfield.⁵

At the request of the board controlling the Fairfield branch all connection with the State was severed.

The board of trustees of the University of Iowa, at a meeting held February 21, 1850, recognized "The College of Physicians and Surgeons of the Upper Mississippi," formerly established at Davenport, as an association branch of the university. The Legislature, in 1851, confirmed the action of the board and made the College of Physicians and Surgeons a part of the university, and subsequently, in 1864, placed it under the control of the board of trustees of the University of Iowa. This connection was severed in 1857 by the provisions of the new Constitution.

OPENING OF THE UNIVERSITY.

The university was partially opened for the admission of students in March, 1855, and again in September of the same year, and for each succeeding year regularly.⁶

¹ Report of Board of Regents, 1877, 8.

² The public buildings were not vacated by the removal of the State government to Monroe City, according to the authorized plan. It was not until 1856 that the seat of the government was fixed at Des Moines. The buildings were vacated the following year.

³ Laws of Iowa.

⁴ Regents' Report, 1877, 9.

⁵ Report of Board of Regents, 1877, 10.

⁶ The total amount spent by the trustees from 1840 to January 1, 1855, was \$1,044.83. Report of trustees, 1877, 10.

The Constitution adopted in 1857 contained several important measures relative to the management of the university. All branches were discontinued by the following section, viz: "The State university shall be established at one place without branches at any other place, and the university fund shall be applied to that institution and no other." The branch at Dubuque had never been organized, the branch at Fairfield had already been separated, and the medical college was the only department affected by this wise measure. "No aid from the State or from the university fund was ever given in support of the branches."

Immediately after the adoption of the Constitution of 1857, the General Assembly made a new law for the organization of the university, which contained essentially the same enactments as the former law, with an additional proviso for twenty-six free tuition scholarships issued to young men selected from the high schools of the State, with the stipulation on their part to teach in some school for a term equal to the time they had accepted the benefit of the scholarship.³ Other legislation of an unimportant nature followed for the further organization of the university, but the board at its meeting in February, 1859, decided, on account of the conditions of the finances of the university, not to reopen it and to close the normal department at the end of the term. It was finally concluded, at a subsequent meeting, to continue the normal department, and to formally reopen the university in September, 1860. This latter date may be regarded as the beginning of the existence of the university.

STATE APPROPRIATIONS.

Although it took thirteen years of legislation to start the State University of Iowa, the State upon the whole has shown itself faithful to the trust, both in legislation and in appropriations for expenses. The first appropriation was made in 1858, three thousand dollars being devoted to the repairs on the old State capitol and ten thousand dollars for the erection of the new building. The second appropriation was made in 1860, and, though small, is noted for the fact that it was paid from the proceeds of the saline land grants. Five thousand dollars were devoted to the new building, and five thousand to the purchase of apparatus and for repairs on the old building. As students filled the university to overflowing, the General Assembly assisted by appropriating from time to time funds for building purposes, for repairs, and for general expenses. Some of the principal donations are as follows:

¹ Constitution, 1857. Art. IX, sec. 11.

² Board of Trustees, 1877, 9.

³ This law was repealed in December of the same year. The original law was passed March 12, 1858. (Report of the Trustees, 1877, 12, 13.)

⁴ Report of the State University, 12 *et seq.*

In 1864, for building purposes	\$20,000
In 1865, 680 acres of land by the citizens of Iowa City.	
Building material, donated by Iowa City, about	3,000
In 1866 by the General Assembly for buildings	21,000
In 1868 by the General Assembly for repairs, etc.....	20,000
In 1870 by the General Assembly for the support of the university.....	25,000
In 1872 by the General Assembly for salaries and support	52,300
In 1874 by the General Assembly for aid and support	46,000
In 1876 by the General Assembly for aid and support.....	47,457
In 1884 for School of Science building and expenses ¹	64,500

It will be noticed that the appropriations grow larger and more regular as the institution develops and has various needs. It is the history of every State institution of the kind, that each year that brings increased usefulness brings also more wants for the succeeding year. The last appropriation by the Legislature for the biennial period ending June 30, 1890, amounts in the aggregate to fifty-two thousand dollars.² Twenty thousand dollars of this fund was given to supplement the income fund, and twelve thousand to supplement the endowment fund. Special appropriations only were made until 1878, after which time an annual appropriation of twenty thousand dollars was made to the university by the Legislature, until 1884, when the amount was increased to twenty-eight thousand dollars³ (endowment fund).

It will be seen by this that the State appropriation for the years 1888 to 1890 amounts to fifty-four thousand dollars annually.

The aggregate appropriations from the date of the foundation of the university amount to \$660,672.30.⁴

A few changes had taken place in the control of the university since its organization. Education was placed, in 1858, in charge of the Board of Education, but this board was abolished in 1864, and the office of Superintendent of Public Instruction restored. The General Assembly by this act assumed more direct control over education than previously.

From January 15, 1849, to December 25, 1858, the Governor had been *ex officio* member of the board. From February 25, 1847, until March 12, 1858, the Superintendent of Public Instruction had been *ex officio* president of the board of trustees. By the act of March 12, 1858, he was made *ex officio* a member of the board, which continued until December 25, 1858, at which time the office of Superintendent ceased to exist by virtue of the Board of Education. This latter body remained in force until 1864, when it was enacted that it should no longer exist and that the board of trustees should report directly to the Legislature. In 1870 the Superintendent became again *ex officio* a member of the board of trustees and so remained until the membership was abolished in 1872. It was restored again in 1876, however. The General Assembly insti-

¹ Laws of 1884, chap. 112, p. 114.

² Laws, 1888, chap. 132, p. 169.

³ Letter from President Charles A. Schaeffer, December 9, 1888.

⁴ President Schaeffer.

tuted, by an act passed in 1870, the board of regents as the governing power of the university.

The law school was organized in 1868, and the medical department in 1870.

SEMINARY LANDS.

As has been before shown, the Federal Government gave the State of Iowa two townships, more or less, amounting to 45,928.24 acres. Up to 1859 there had been sold of this land 31,400 acres at an average price of three dollars and fifty-two cents per acre. The lands were originally appraised at five dollars per acre and subsequently raised to ten dollars. Had they not been sold until the price of ten dollars per acre was reached the income would have been more than twice what it is to-day.¹ Sales were made subsequent to 1859, so that there now remains unsold 2,059.7 acres. The fund received from this source amounts to \$261,266.64, including sales from saline lands.¹ There were originally 46,100 acres in the saline grant; of these the university received less than 4,600 acres (4,578.43), with some saline land contracts, which amounted to but little. Of these lands there remain unsold over three thousand acres (1886). In the report above alluded to, we find the following statement referring to the endowment fund: "But for the hurried sales it would have been not less than five hundred thousand dollars, and with the entire saline grant it would have been not less than a million."²

THE STATE AGRICULTURAL COLLEGE.

In 1858 the Legislature of Iowa passed an act to establish a "State Agricultural College and Model Farm," to be connected with the entire agricultural interests of the State. A board of commissioners was appointed to buy a farm, erect a college building, select a faculty and organize a college.³

A farm of 640 acres was purchased in 1859 for the use of the college, and a purely agricultural institution was started.

In 1872 the State accepted the agricultural land grant of Congress, and the Agricultural College was enlarged so as to include studies in the mechanical arts. Ten years later the course was again broadened by authority of the Legislature. Section 2621 of the Iowa Code institutes: "That there shall be adopted and taught at the State Agricultural College a broad, liberal and practical course of study in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics."⁴

¹ Report of Officers of the State University, 1886, Iowa Doc. II, 7.

² Annual Catalogue, 1888, 21.

³ Iowa Code.

⁴ Documents of Iowa, 1886, II, 7.

APPROPRIATIONS.

When the Agricultural College was incorporated, the Legislature appropriated ten thousand dollars for the purchase of a farm, and the county of Story donated the same amount in bonds bearing seven per cent. interest, while individuals gave seven thousand dollars additional in bonds and notes. The State also gave five sections of land in Jasper County, originally given by the Federal Government to the State for the building of a capitol. From this land the college realized fourteen thousand dollars; before the reception of the Congressional grant there was a fund of thirty thousand dollars besides the amount spent in purchasing a site and erection of a farm house. The Legislature also, in 1864, appropriated twenty thousand dollars, and two years thereafter ninety-one thousand dollars, for the purpose of a college building.¹

The college received from the national grant two hundred and forty thousand acres of land; this land was partly sold and partly leased, and the fund derived from the same yields an average income of about forty-five thousand dollars, and the entire income is about sixty thousand dollars from productive sources.

The total State appropriation to June 30, 1887, is \$454,098.75.

MINNESOTA.

TERRITORIAL POLICY.

The importance of higher education was early recognized by the settlers of Minnesota. Two years after the organization of the Territory, the Legislature petitioned Congress for a grant of one hundred thousand acres of land to endow a university,² and on the very day of this petition two townships were set aside for that purpose.³ The Legislature went on to enact that the University of Minnesota should be established at or near the Falls of St. Anthony and should have the income from all land thereafter granted by the United States for university purposes. Under this grant the regents selected a large portion of the lands and erected a costly edifice, but they were soon obliged to mortgage both building and lands in order to meet the obligations incurred.⁴

ADMISSION OF THE STATE INTO THE UNION.

Affairs were in this condition when Congress passed the act admitting Minnesota to the Union, by which two townships of land were

¹Report of the Commissioner of Education, 1867, 28.

²Laws of 1851, 41.

³Act of February 19, 1851, U. S. Statutes at Large, IX, 568.

⁴Report of the Commissioner of Education for 1867, 6, 8, 75.

granted for the use and support of a State university.¹ There is no reference to the lands previously granted, such as we find in similar acts relating to other States. "Certainly it was not the intention of Congress to turn over the debts and prospectively encumbered lands of an old and badly managed Territorial institution, but to give the State that was to be, a grant for a State university, free from all connections with Territorial organizations."² The security of the institution was guaranteed by the Constitution of 1857, adopted in the year of the second land grant, which reads as follows: "The location of the University of Minnesota, as established by existing laws, is hereby confirmed, and said institution is hereby declared to be the University of the State of Minnesota. All the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto the said university, and all lands which may be granted hereafter by Congress, or other donations, for said university purposes, shall vest in the institution referred to in this section."³

Efforts were at once made to open the university, but the financial crisis of 1857 and the Civil War checked further action and encumbered the university with debt. In 1864 the Legislature appointed a special commission to dispose of a portion of the public lands, and by this means all debts were discharged.⁴

PERMANENT ORGANIZATION OF THE UNIVERSITY.

The present organization of the university dates from 1868, when an act was passed "to reorganize the University of Minnesota and to establish an agricultural college therein."⁵ In the following year college classes were first organized.⁶ The act of 1868 provided that the university should have the income from the agricultural college grant, which lands, as well as those before acquired, were to be sold, the proceeds to form a permanent university fund at the disposal of the regents. The agricultural college lands were not to be sold for less than five dollars an acre, nor for less than their appraised value.⁷ From the university lands that have been sold something over eight hundred

¹ U. S. Statutes at Large, XI, 167.

² Regents' Report, 1860, cited in Report of Commissioner of Education for 1867, 6, 8, 75.

³ Art. VIII, sec. 4. Poore, Charters and Constitutions, 1037. This Constitution exempts from taxation colleges, universities, and seminaries of learning. Art. IX, sec. 3.

⁴ Catalogue for 1874-75, 26.

⁵ *Ibid.*, 26, General Laws of 1868, 1.

⁶ There had been a preparatory school since 1867.

⁷ This land (one hundred and twenty thousand acres) had been set apart in 1865 for Minnesota Agricultural College. This institution, founded in 1858, had received from the State at least ten thousand dollars, besides certain swamp lands. In 1868 its property was transferred to Stevens' Seminary. See Public Laws of 1857-58, 43; General Laws of 1861, 199; General Laws of 1865, 26; Special Laws of 1868, 404; Report of Commissioner of Education for 1867-68, 182.

⁸ Revised Statutes of 1878, 520.

thousand dollars has been received, from which there is an annual income of about thirty-seven thousand dollars.¹

EDUCATIONAL POLICY OF MINNESOTA.

Minnesota's policy has been persistently in favor of State education. While Congress was unusually liberal in the seminary grant, the direct assistance of the State has been great. Up to July 31, 1888, five hundred and eighty-three thousand dollars had been appropriated, exclusive of interest or permanent funds. The direct annual appropriation is now forty thousand dollars.

KANSAS.

THE UNIVERSITY OF LAWRENCE.

An institution of learning bearing the name "The University of Lawrence," was opened in Lawrence, Kans., April 11, 1859, under the auspices of the Presbyterian Church, but financial embarrassment compelled its early suspension and led to a new organization under the control of the Protestant Episcopal Church known as "The Lawrence University of Kansas," for which a charter was received from the Legislature in 1861.² These two educational institutions—the former perhaps the earliest educational enterprise in the State—have a fitting place in this study because of their close historical connection with the University of Kansas. This connection is established by an ordinance of the city of Lawrence securing to the State forty acres of land for a campus and all rights and interests in the Lawrence University.³ The old Presbyterian institution, so short-lived, left to its successor the mere foundation of a building, upon which the latter, by the aid of a donation of twenty thousand dollars, one-half contributed by Amos A. Lawrence, of Boston, and one-half by citizens of Kansas, erected the structure called North College. It was this building in which the University of Kansas began its work, and in it the entire work was continued until 1872.⁴

THE STATE UNIVERSITY OF KANSAS.

By an act of Congress of January 29, 1861, seventy-two sections of land were set apart and reserved for the use and support of a State university in Kansas.⁵ The State accepted the trust in an act of March 1, 1864, which provided for the location of a university at or near Lawrence, and declared the object of the university to be, "to provide the

¹ Letter from the registrar, Frank A. Johnson, January 25, 1889.

² Twenty-second annual catalogue, University of Kansas, 95.

³ Catalogue for 1888, 95.

⁴ *Ibid.*, 98.

⁵ *Ibid.*, 5.

inhabitants of this State with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.⁷

By the same act it was further provided that the university should consist of six departments: (1) The department of science, literature and arts; (2) the department of law; (3) the department of medicine; (4) the department of theory and practice of elementary instruction; (5) the department of agriculture; (6) the normal department. These have not all as yet been fully organized. In the first-named department good courses are furnished, to which reference will be made later. In the second a two-years law course is provided; in the third a preparatory course, simply, of one year. No attention is given to agriculture or at present to normal training,¹ doubtless because there are two other State institutions in which these are specially pursued. By an act of the Legislature in 1885 the board of regents of the university were directed to establish without delay a chair of pharmacy in the institution. There are departments also of music and art.

The board of regents, as constituted by an act of March 1, 1864,² consisted of fourteen members, and met for the first time March 21, 1865. A faculty was elected July 19, 1866, and the school was opened September 12, 1866. The catalogue for 1866-67 shows that the students were all, for that year, in the preparatory department, and that they paid a tuition fee of ten dollars, with the exception of a few "orphans of deceased soldiers and those made so by the Quantrell raid."

By an act of the Legislature, which took effect March 16, 1873, the number of members of the board of regents was reduced to seven, six appointed by the Governor and approved by the Senate, the seventh, the chancellor, elected by the board. It is similarly constituted at present.

The regents were empowered "to appoint a requisite number of professors and tutors, and such other officers as they may deem expedient, to regulate the course of instruction, and prescribe, under the advice of professors, the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually conferred and granted by other universities."

In the report of the president to the Superintendent of Public Instruction in 1866, the former says:³

UNIVERSITY MODELLED AFTER MICHIGAN.

"Michigan University has been adopted as our model, save our basis is broader, consequently making the structure more difficult to rear, but of more value to society when completed. It places the sexes, so far as education is concerned, on an equality. This, without doubt, is both just and expedient. It is no small honor that the Mediterranean

¹A normal department was organized in 1876 but has been abandoned.

²Catalogue, 1888, 5.

³Sixth Annual Report of Superintendent of Public Instruction, 1866, 53.

State should be the first to recognize the rights of woman in her educational system."

"The dangers besetting a State institution," he adds in his report, "are twofold: (1) political, (2) sectarian. Either alone is sufficient to jeopardize the success of any institution of learning." That the public in general stand in this fear of sectarian influence in the schools is witnessed by the following clause in the Constitution of 1859:

"No religious sect or sects shall ever control any part of the common school or university funds of the State."¹

SEMINARY LANDS.

The regent's report for 1870 showed the University to still be in possession of the 46,080 acres of land granted by Congress to the State in an act above mentioned.² The land did not find ready sale, and the Legislature of 1879, upon petition of the regents, made the terms of purchase more favorable.³ The prices previously fixed upon the lands were reduced twenty-five per cent., the rate of interest on deferred payments changed from ten to seven per cent., and the time extended from ten to twenty years, one-tenth to be paid down and the remainder in nineteen equal installments with annual interest. Prior to April 1, 1880, only 29,597 acres had been sold,⁴ but these favorable conditions resulted in the immediate sale of a large part of the remaining lands. The principal from the sale of these lands is paid into the State treasury and invested by the State board, the interest alone being available for the current expenses of the institution.

APPROPRIATIONS BY THE STATE.

Since 1870 annual appropriations have been made by the Legislature for instruction and various other expenses of the University, and are as follows:⁵

1870.....	\$14,570.33	1880-81	\$33,250.00
1871	17,665.00	1882-83	30,750.00
1872	68,290.00	1883-84	26,500.00
1873	24,660.00	1884-85	33,825.00
1874	29,244.81	1885-86	27,675.00
1875	18,201.33	1886-87	34,350.00
1876	22,519.07	1887-88	34,075.00
1877 (six months).....	11,350.00	1888-89	58,580.00
1877-78	29,850.00	1889-90	48,630.00
1878-79	18,900.00		
1879-80	27,700.00	Total	\$610,585.54

The appropriations on the part of the Legislature for buildings,⁶ though included in the above totals, may be mentioned separately. In 1872 fifty thousand dollars was appropriated for the completion of a

¹ State Constitution, art. vi, sec. 8.

² Regent's Report, 1870, 5.

³ Catalogue, 1888, 96.

⁴ Catalogue, 1888, 98.

⁵ Laws for years named.

⁶ Catalogue, 1888, 98-101.

new main building begun by a contribution of one hundred thousand dollars from the city of Lawrence. To this amount fifteen thousand dollars was later added for finishing parts of this building and some additional rooms. In 1883 the board of regents were authorized to use eight thousand dollars, interest, and an appropriation of four thousand dollars for the erection of a chemistry building. An appropriation of fifty thousand dollars was made in 1885 for a building for the department of national history; and sixteen thousand dollars in 1887, for a boiler-house and engine rooms.

No tuition fee is charged in the collegiate courses, but a contingent fee of ten dollars and a graduation fee of five dollars are required.¹

In the report of the board of regents for 1883-84² statistics are quoted touching the income, expenditure for instruction, etc., of fourteen leading colleges of the United States, and the comparison summed up as follows:

“Of all institutions compared, the University of Kansas, though occupying very high rank in the character of results secured, has the smallest endowment, the smallest receipts from endowment, and the smallest receipts from the State; has received no gifts as compared with three hundred thousand dollars to Ann Arbor, half of that to California, thirty thousand dollars to Missouri, and fifteen thousand dollars to Wisconsin—all in a single year; stands sixth and lowest in the list of receipts from students, though only fifth in number of attendance, showing great generosity on the part of the management of the institution; as to gross receipts, stands next to lowest; pays the lowest total amount for instruction; pays next to the lowest salary for president or chancellor, and the lowest salaries to the faculty and assistants; yet demands the greatest number of hours service, and compels them to instruct the largest number of students—more than twice as many as the general average; expends the smallest amount on its library, that most necessary of all the apparatus of instruction, and therefore, naturally, has the smallest library; is next to the lowest in the charges placed on each student, and expends the least for the instruction of each student—a cheapness of which we may not boast.

“Still more briefly, in seventeen points of comparison touching matters essential to good work, and showing generous patronage and support, Kansas stands in nearly every respect at the foot of the list!”

It is pleasing to notice that the appropriations for the support of the university since the above publication have rapidly advanced, and that there is an earnest determination on the part of those in charge to bring the university to the very foremost rank of modern institutions. It verifies what has been stated elsewhere that State education is on the rise; that the era of carelessness, indifference, and experiment is largely passed, and that these institutions, called into existence through the needs of the people, will prove faithful to the cause of their creation.

¹ Catalogue, 1888, 107.

² Board of Regents' Report, 1883-84, 8.

Occasionally a croaker, or a misinformed philanthropist, or a wily politician may utter his anathemas against State education, and particularly State universities, but it will be of no avail, for the public school system has become the people's birthright, and its foundation is sure.

KANSAS STATE AGRICULTURAL COLLEGE.

Pursuant to an act of Congress, approved July 2, 1862, "donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts,"¹ a resolution was passed February 3, 1863, by the Legislature of Kansas accepting its provisions, and an act² was passed shortly thereafter locating an agricultural college upon a certain tract of land in Riley County, upon the express condition that the Bluemont Central College Association, in whom the title of the land was vested, should transfer it to the State with all the buildings and appurtenances thereunto, and the apparatus and library belonging to the association. This provision was complied with by the association.

By an act of the Legislature approved March 3, 1863, the college was named the "Kansas State Agricultural College."³ Its government was vested in a board of regents to consist of the Governor, Secretary of State, Superintendent of Public Instruction, president of the college, and nine others, to be appointed by the Governor and approved by the Senate, with the proviso "that not more than three of those selected shall be members of the same religious denomination."⁴

The powers of the regents were quite similar to those of the university regents.

The college was to consist of four departments⁵: (1) The department of agriculture; (2) the department of mechanic arts; (3) the department of military science and tactics; (4) the department of literature and science, the last including "whatever is taught in any first-class college, embracing English literature, mathematics, natural science, the classics, and modern languages."

For years the department of literature and science was given some prominence, in the eyes of the incoming board of regents as reorganized in 1873, entirely too much prominence, and the result was a radical change. The following quotations are made from their report for 1873:⁶

¹ Laws of United States and Kansas relating to State Agricultural College, 3.

² *Ibid.*, 6.

³ *Ibid.*, 8.

⁴ An amendment of 1873 (Laws, p. 17), gave to this board the same constitution as that of the university, viz: six appointees of the Governor and a chancellor or president, chosen by the board. It was further amended that "there shall not be at any time more than two members appointed from any one county of the State, nor shall any trustee be appointed residing in the county in which any charitable institution is located."

⁵ Laws of United States and Kansas, 8.

⁶ Regents' Report, 1873, 192, in Thirteenth Annual Report of Department of Public Instruction.

"While not necessarily ignoring other and minor objects, the leading and controlling object of these¹ institutions should be 'to teach such branches of learning as are related to agriculture and mechanic arts.' A prominence should be given to these branches in the degree that they are actually used by the farmer or mechanic.

"As against the opinion that the aim of these colleges should be to make thoroughly educated men, we affirm that their greater aim should be to make men thoroughly educated farmers."

As a guide to the faculty in preparing a new curriculum the policy of the board was defined in the following resolutions:"²

"Resolved, That the object of this institution is to impart a liberal and practical education to those who desire to qualify themselves for the actual practice of agriculture, the mechanic trades, or industrial arts.

"Prominence shall be given to agriculture and these arts in the proportion that they are severally followed in the State of Kansas.

"Prominence shall be given to the several branches of learning which relate to agriculture and the mechanic arts, according to the directness and value of the relation."

"Believing," they add, "that this college was designed for the masses rather than for a favored few, we shall act accordingly [in adopting a curriculum], avoiding a duplication of the common schools on the one hand, and of the State university and normal schools on the other."

The policy thus initiated has been continued.

The institution was opened September 2, 1863, with four instructors and fifty-four students, one-half of whom were females.³ About one-half gave attention to the higher branches, the remainder to the common branches. A tuition fee of four dollars per term was charged in the common branches and of five dollars in the higher.

The president in his report for the first year, 1863, sums up the assets of the institution as follows:⁴ "The ninety thousand acres of land for the endowment of the college are mostly located (seventy-six thousand acres) and designated, and their minimum value cannot be less than two dollars and fifty cents per acre, making the minimum value of the endowment two hundred and twenty-five thousand dollars. Add to this the value of the college buildings with the library, etc., and one hundred acres of land adjoining, estimated in July last at twenty-five thousand dollars, and since increased by donations in musical instruments, electrical machines, furniture, etc., about nine hundred dollars, and you have the present assets of the institution. About six hundred dollars more are already pledged to the institution by subscription, and this amount is expected to be still largely increased."

It was provided by a legislative act of January, 1866,⁵ that the "board

¹ Such as Agricultural College.

² Regents' Report, 1873, 194.

³ Report of Superintendent of Public Instruction, 1863, 35, 36.

⁴ *Ibid.*, 35.

⁵ Laws of United States and Kansas, 11.

of regents shall sell any portion of lands mentioned in the previous section (the public lands granted by Congress July 2, 1862), at a price not less than three dollars per acre, for cash at the time of sale or upon the following conditions of credit, when deemed by them most conducive to the interest of the college, to wit, in eight equal annual installments, with ten per cent. interest on each installment, payable annually." On timber lands one-half the purchase was payable in advance. The amount derived from the sale of these lands, it was further provided should be paid into the State treasury at the end of every three months by the land agents employed, "to be invested in State or United States bonds,¹ and the interest accruing on deferred payments on lands sold, together with the interest derived from any investment, shall be applied to the payment of the current expenses of the State Agricultural College" and to discharge certain debts named.

The Governor was by the same act authorized to issue State bonds to the amount of five thousand five hundred dollars, the proceeds of which were to be used in payment of arrearages and the current expenses of the college. As long as the principal and interest on these bonds remained unpaid, the amount to be applied out of the income from the sale of lands for the current expenses was not to exceed four thousand dollars per annum.

The State seems to have made additional loans in favor of the college, for this act is found in the laws:²

"Whereas the State of Kansas has hitherto advanced as a loan from time to time, the several sums necessary to pay the salaries of professors in the [agricultural] college, thus complying with the conditions, required that the institution should go into active operation within a limited time, and securing its benefits to the earlier pioneer settlers in this Commonwealth: Therefore,

*"Be it enacted by the Legislature of the State of Kansas, That the several sums advanced to pay the professors in the Kansas State Agricultural College, from the year 1863 to the year 1869, inclusive, be, and the same are hereby, donated to said college, together with all interest that may have accrued on said sums."*³

Two provisos were added to this section of the act, to the effect that the amount so donated should be used, (1) to purchase additional lands for the college farm, to erect buildings, and to develop the agricultural department; (2) to purchase, to the amount of fifteen hundred dollars, a proper set of arms and accoutrements for the use of the drill

¹ This section was amended in 1871 to read (Laws, p. 16): "The amount derived from the sale of (said) lands shall at the end of each month be, by said agent, paid into the treasury of the (said) Agricultural College, to be invested as the board of regents may direct in school district or State bonds, or by note or mortgage on unincumbered real estate worth double the amount loaned thereon."

² March 24, 1870, Laws of United States and Kansas, 14.

³ The amount of debt remitted was \$36,400; Report of president to Superintendent of Public Instruction, 1870, 270.

class in the military department. The State subsequently relieved the college of indebtedness by provisions that it be "paid in permanent improvements on the college grounds," etc.

Twice the State made appropriations in restoration of the endowment and income funds, which, by the provision of the act of Congress donating lands to the States, were to remain undiminished. The appropriation in 1881 for this purpose was \$17,979.09¹; in 1885, \$4,613.44.²

The college, as at first located, was upon the premises of the Blue-mountain College Association, two miles from Manhattan, but in 1875 the furniture and apparatus were removed to the farm of two hundred and fifteen acres one mile from Manhattan.³ Thereon buildings have been erected by the State, valued at one hundred and twenty-eight thousand dollars. The farm and grounds, furniture, stock, and other illustrative apparatus are valued at over one hundred and twelve thousand dollars.

The annual income from the endowment fund (\$501,436.33)³ is about thirty-two thousand dollars³, and meets all expenses of instruction.

It receives further by an act of Congress approved March 7, 1887, by general appropriation, fifteen thousand dollars each year for the maintenance of an experiment station "to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science."

The State provides, as the law requires, for the necessary buildings and expenses in management of funds. It has beside, as has been noticed, also aided in payment of salaries of professors.

ANNUAL APPROPRIATIONS.

The appropriations granted by the State Legislature are as follows:⁴

1864.—Salaries.....	\$2,700.00
1865.—Salaries.....	3,200.00
1867.—Salaries.....	5,200.00
1867.—Improvements.....	7,500.00
1868.—Salaries and improvements.....	8,715.00
1869.—Salaries and improvements.....	8,919.00
1872.—Improvements.....	1,500.00
1873.—Improvements.....	2,300.00
1874.—Past indebtedness.....	22,084.00
1874.—Improvements.....	6,000.00
1875.—Improvements, etc.....	13,675.00
1876.—Building and other improvements.....	15,300.00
1877.—Agricultural building and other improvements.....	20,274.00
1879.—Regent's expenses.....	5,100.00
1881.—Restoration of endowment and improvements.....	25,729.00

¹ Laws of United States and Kansas, 39.

² *Idem*, 42.

³ Catalogue for 1887-88, 17.

⁴ Laws of United States and Kansas, 32-45.

1881.—Mileage of regents.....	\$3,600.00
1883.—Improvements	12,000.00
1883.—Mileage.....	3,000.00
1885.—Improvements	22,013.00
1885.—Mileage.....	1,700.00
Special appropriations to 1885.....	18,822.78

The total expenditures for the past twenty-five years, as furnished by the present president, are:

For buildings and repairs	\$125,426.81
For apparatus and expenses.....	136,322.47
For expenses of regents in care of lands, funds, etc.....	50,270.85
Total.....	312,020.13

SUMMARY.

Total appropriations for State University (1889)	\$610,585.51
Total appropriations for Agricultural College (1888).....	312,020.13
Grand total.....	922,605.64

NEBRASKA.

STATE POLICY.

For prompt and continued attention to the founding of a university, and for wise legislation pertaining to the management of school lands and funds, the State of Nebraska stands among the foremost of the group of Commonwealths that make us a nation. Apparently profiting by the unfortunate experiences of some other States, the Legislature has from the first endeavored to follow a course of action which would insure the careful preservation of the national grants, besides adding to them continually by means of grants, taxes, and appropriations. Through this management the university funds have not accumulated as rapidly as they possibly might have done had the lands been thrown upon the market at a low appraisal, yet the benefits accruing from the present course will be far greater and more lasting. It is hardly necessary to state that the foundation of the University of Nebraska rests, as in other Western States, in the munificence of the General Government in granting lands for seminaries of learning. The "enabling act," passed by Congress in 1864, which prepared the way for the admission of the State into the Union, granted the usual seventy-two sections of land for the "use and support of a State University,"¹ and twenty additional sections for public buildings.

CONSTITUTIONAL PROVISIONS.

The initiative was taken toward the establishment of the university, in the Constitution adopted in 1867, which declares that "schools and

¹Section 10, Revised Statutes of Nebraska, 1881, 14; U. S. Statutes at Large, Vol. XV, 49.

means of instruction"¹ shall be encouraged; that funds arising from grants of land and other property to the State "for educational and religious purposes shall forever be preserved inviolate and undiminished," and that no school lands shall be sold or alienated² "for a less sum than five dollars per acre." Here, at the inception of university legislation, the voice of this people is recognized in the preservation and disposal of its funds. Although but comparatively few lots of land were sold under this price fixed by the first Constitution, the minimum price on all school lands was raised in the second, which was adopted in 1878. It is clearly stated in this latter instrument that "university, agricultural college, common school; or other lands which are held or may hereafter be acquired by the State for educational purposes, shall not be sold for less than seven dollars per acre nor less than the appraised value."³

It was further provided that "the general government of the University of Nebraska is, under the direction of the Legislature, vested in a board of six regents, to be styled the regents of the University of Nebraska, who shall be elected by the electors of the State at large • • • for a term of six years."⁴ Under these acts, carried by a popular vote, has grown the university of the people. It has been placed at the head of the public educational system of the State, and aims to complete the work begun in the primary and secondary schools. It endeavors to "secure to all an opportunity of liberal culture in literature and science and in such technical and professional courses as shall from time to time be added."⁵ With the exception of a small matriculation fee of five dollars,⁶ the advantages of the university are offered to all "free of charge for tuition without regard to sex, or race, or place of residence, on the sole condition of possessing the intellectual and moral qualifications requisite for admission to such an institution." In order to harmonize the work of the university with the other parts of the public system, any high school or academy which has adopted a prescribed course of study, "may, on proper application and inspection, be accredited as a preparatory school of the university."⁷

THE UNIVERSITY CHARTERED.

The university was chartered by an act⁸ of the Legislature, approved February 15, 1869. In this act five departments or colleges were authorized, as follows: (1) A College of Literature, Science, and Arts⁹;

¹Art. I.

²Education, secs. 1 and 2.

³Art. VIII, sec. 8, Revised Statutes, 30.

⁴Art. VIII, sec. 10, Revised Statutes of Nebraska, 30. (1881.)

⁵Catalogue, 1887-88, 84.

⁶This fee goes to the library fund. Revised Stat., 513.

⁷Twenty-five schools have entered into this relation to the university.

⁸Laws of Nebraska, 1869, 172.

⁹Originally designated "The College of Ancient and Modern Literature and the Natural Sciences."

(2) an Industrial College, embracing agriculture, practical science, civil engineering, and the mechanic arts; (3) a College of Medicine; (4) a College of Law; and (5) a College of the Fine Arts. The organization of these colleges was delegated to the board of regents constituted by the Governor, the State Superintendent of Public Instruction, and the chancellor of the university, as *ex-officio* members, and nine others appointed by the Governor.¹

Only three of these colleges have been organized, viz, literature, industrial, and medicine. The last named was organized in 1882 and was suspended in 1887.

Steps have been taken toward instituting a college of fine arts.

In accepting the national grant for agricultural colleges, Nebraska joined it with the seminary lands heretofore mentioned, thus consolidating the entire endowment fund. It was enacted that "the State university and the agricultural college shall be united as one educational institution and shall be located upon a reservation selected by the commissioners in said Lincoln."²

The buildings were to be erected at Lincoln as soon as funds could be procured³ from the proceeds of the sales of land donated to the State for that purpose.

MANAGEMENT OF SCHOOL LANDS.

Commissioners were appointed in 1867 to select the university and agricultural college lands.⁴ The lands were to be appraised in tracts of forty acres each, with the exception of wooded lands, which were to be appraised in lots of ten acres each. These lands were to be sold at public auction to the highest bidder, provided that they should not be sold for less than the appraised value.⁵ Unsold lands were to be leased for not less than six per cent. of their appraised value,⁶ and the proceeds of sales and rentals were to be invested in United States securities bearing not less than six per cent. per annum on the investment. The above rules were slightly modified by subsequent acts. "An act to provide for the registry, sale, leasing, and management of all public lands, and funds set apart for educational purposes and for the investment of funds arising from the sale of such funds,"⁷ approved February 15, 1877, renewed and enlarged the former conditions. The lands were to be sold as before, and those not sold were to be leased for a period of twenty-five years at not less than six per cent. on the appraised value, being subject to reappraisal every year. The lands could be called in prior

¹ In 1875 this number was reduced to six.

² Revised Statutes of Nebraska, chap. 82, sec. 11, p. 484.

³ Laws of Nebraska, 1867, House, third session.

⁴ Act of Assembly, 1867 (House, third session), 60.

⁵ Chapter 80, Revised Statutes, secs. 4 and 7, 479; Laws, 1867, 37.

⁶ Laws, 1867, 55.

⁷ Laws of 1877, 174.

to the expiration of the twenty-five years if so determined by the board of commissioners.¹

The value of long leases, with frequent appraisals, and opportunities for sales represent the best method of dealing with public lands. In this way the "unearned increment" and the increasing rent will accrue to the holder.

The proceeds of the sales were to be invested in United States securities, as under prior enactment, while rents were to pass into a separate fund.

There are two funds created, the endowment fund and the regent's fund. The former is composed of the permanent investments of the proceeds of the sales of the lands granted to the State by Congress. This fund is kept by the financier in two separate accounts, the university and the agricultural college account. The second is the available fund arising from rent, interest, taxes, etc.²

Nearly the whole body of public university lands are held by the institution, though the sales are progressing and there are a considerable number of leases. The following statement is taken from a report made in 1882.³

Agricultural college lands.

Number of acres belonging to the State November 30, 1880.....	89,452.78
Number of acres leased from November 30, 1880, to December 1, 1882.....	17,522.78
Number of acres sold on time from November 30, 1880, to December 1, 1882..	3,877.61

University lands.

Number of acres belonging to the State December 1, 1880.....	45,039.33
Number of acres leased from November 30, 1880, to December 1, 1882.....	6,024.33
Number of acres sold on time from November 30, 1880, to December 1, 1882	2,358.53

The aggregate number of acres granted to the State by Congress was 136,080. It appears from the above statement that at this date (December 1, 1882) patents had been granted on less than 2,367.39 acres, while the remainder, 134,492.61 acres were still in the hands of the State. Two sections were set apart for a model and experimental farm.

REVENUES.

The first permanent tax was voted for the benefit of the university in 1869, when a tax of one mill on each dollar of taxable property was levied for the year 1869 and annually thereafter.⁴

This rate was changed in 1870-71 to one-fourth of a mill, and subsequently into three-eighths of a mill on a dollar of the grand valuation of the State.⁵

¹ Revised Statutes, chap. 80, secs. 17 and 19; Laws, 1879, p. 110.

² Revised Statutes, chap. 80, p. 513.

³ Report of the public officers of Nebraska, 1881-82; Public lands, 15.

⁴ Laws 1869, p. 126.

⁵ Laws 1870-71, p. 118.

The present revenues of the university are derived from three sources, of which the principal one is the tax of three-eighths of a mill on a dollar just alluded to.

The next in importance is the revenue on the United States land endowment.

Although the income from taxation is gaining each year, the latter source will, doubtless, in time, be by far the more productive. The third source of revenue is very small as compared with the other two sources, that is the matriculation and term fees. The financial statement in the biennial report of the board of regents shows a total biennial income of \$81,924, seven-eighths of this arising from the State tax, nearly one-eighth from the income on land endowment, and the remainder from fees.¹ The regents' report of 1886 shows a biennial income for the two years ending with 1886, of \$155,709.85. Nearly three-fifths of this is yielded by the State tax, two-fifths from the income on land, and a small amount paid by students for matriculation, etc., forming the remainder.² Although the income has nearly doubled in four years, the income on land has gained rapidly on the State tax.

SPECIAL APPROPRIATIONS BY THE STATE.

The Legislature of Nebraska has from time to time made appropriations for university buildings and improvements. The following are the principal items of expense:

1883.—For medical college	\$2,000
1884.—For steam heating	10,000
1884.—For chemical laboratory	25,000
1886.—For industrial college buildings	50,000
1886.—For repairs	5,500
1887.—Grant Memorial Hall	15,000
	107,500
Making in all for special appropriations	107,500

In addition to this the sum of \$554,195.49 has been appropriated for the support of the university through the tax of three-eighths of a mill on each dollar of the grand assessment roll.

The following statement has been furnished me through the courtesy of Prof. H. W. Caldwell, of the University of Nebraska:

Nebraska State University, biennial income.³

1869-70.—State tax, one mill	\$26,436.74
1871-72.—State tax, one mill	50,998.65
1873-74.—State tax, three-eighths of a mill	31,885.70
Land	126.76
Interest on loan to the State	2,280.00
	\$111,727.85
Total	\$111,727.85

¹ History and Resources of the University of Nebraska, 1834.

² Regents' Report 1886, 16.

³ The biennial really is from December 1, 1868, to December 1, 1870, and from December 1, 1870, to December 1, 1872, etc.

310 FEDERAL AND STATE AID TO HIGHER EDUCATION.

1875-76.—State tax, three eighths of a mill	\$38, 739. 13	
Land	101. 72	
Interest	720. 00	
Total		<u>\$39, 560. 85</u>
1877-78.—State tax, three-eighths of a mill	40, 314. 39	
University land	709. 53	
Library fund	1, 096. 31	
Total		<u>42, 120. 23</u>
1879-80.—State tax, three-eighths of a mill	52, 031. 36	
University land	4, 634. 09	
Interest on bonds	155. 28	
Library fund	394. 20	
Total		<u>57, 214. 93</u>
1881-82.—State tax, three-eighths of a mill	70, 307. 20	
University land	5, 678. 84	
Agricultural land	2, 137. 07	
Interest on bonds	300. 00	
Library fund	695. 00	
Total		<u>79, 118. 11</u>
1883-84.—State tax, three-eighths of a mill	76, 434. 71	
University lands	15, 520. 84	
Agricultural land	13, 343. 97	
Interest on bonds	425. 00	
Library fund	1, 440. 00	
Total		<u>107, 164. 52</u>
1885-86.—State tax, three-eighths of a mill	56, 667. 87	
University land	18, 771. 62	
Agricultural land	41, 313. 36	
Interest on bonds	2, 955. 95	
Library fund	1, 165. 00	
Total		<u>120, 873. 80</u>
1887-88.—State tax, three-eighths of a mill	110, 179. 74	
University land	18, 652. 98	
Agricultural land	37, 650. 93	
Interest on bonds	2, 670. 00	
Library fund	1, 435. 00	
Total		<u>170, 588. 65</u>
1889-90.—Estimated income all sources <u>\$225,000</u> to <u>\$250,000</u> .		

COLORADO.

In the historical development of education in the United States it is surprising to observe the rapidity with which the communities and States of the far West have established systems of education.

Following the example of the early colonists of the Atlantic coast, the settlers of the West have scarcely provided shelter and food for their families before plans were made for schools and education.

The chief attractions of Colorado being those of mining and stock-raising, the elements that made up its early population differ somewhat from those of the great farming States of the Mississippi Valley. In the latter States the settlers were seeking homes for their families; in Colorado they were mostly adventurers without families, seeking wealth. Nevertheless these adventurers were of the sturdy sort, coming from the older States, where they were familiar with the best systems of education, and their sentiments in favor of schools developed at an early date in the history of the Territory.

FIRST LEGISLATION.

At the first Legislative Assembly held at Denver, in 1861, a school law was framed, patterned largely after that then in existence in the State of Illinois,¹ and at the same session a university was incorporated, to be located at Boulder. The act providing for a university remained a dead letter on the statute-books until 1870.²

At the second session of the Legislature a novel method was adopted to raise the ordinary school revenues. A part of the act reads as follows: "That hereafter when any new mineral lode of either gold bearing quartz, silver, or other valuable metal shall be discovered in this Territory, one claim of one hundred feet in length on such lode shall be set apart and held in perpetuity for the use and benefit of schools in this Territory, subject to the control of the Legislative Assembly."³

This seemed to promise an ample support for the schools, but the actual results were insignificant. "Not one per cent. of the thousands of claims so located ever contributed a dollar to the school fund."⁴

In the year 1865 the inhabitants of the Territory elected delegates to a constitutional convention, and a State Constitution was framed with the following proviso in favor of higher education: "The Legislative Assembly shall encourage the promotion of intellectual, moral, scientific, and agricultural improvement by establishing a uniform system of public schools of a higher grade, embracing normal, preparatory, and university departments; but no religious institution of a strictly sectarian character shall receive the aid of the State."⁵

¹ Education in Colorado, 12.

² Report, of the Commissioner of Education, 1876, 39.

³ Education in Colorado, 12 (quoted).

⁴ *Ibid.*, 13.

⁵ Art. XIII, sec. 3, Circular of Education, No. 7, 99.

The people supposed that they were acting under an enabling act passed by Congress in 1864, when supporting the above measure, but their proceedings were deemed irregular by the President, and they therefore failed to receive recognition from him.¹

UNIVERSITY OF COLORADO AT BOULDER.

The act authorizing a State university created a board of fifteen trustees, and this number was increased to twenty in 1870. The same year an organization was effected, and a committee authorized to select a site. In the following year three public-spirited citizens donated to the university fifty-two acres of land adjoining the city of Boulder, valued at five thousand dollars.² Efforts were made in 1872 to obtain a grant from the Legislature for building purposes, but nothing was effected until 1874, when fifteen thousand dollars was appropriated on the condition that a like sum should be raised among the people. This was accomplished, and in May, 1875, the sum of thirty thousand dollars thus raised was placed to the credit of the university.² In the same year Congress set apart seventy-two sections of land for the support of the State University. The Constitution adopted in the following year (1876) provided that the university at Boulder should become an institution of the State, thus entitling it to the lands appropriated by Congress, and further, made provision for the management and control of the university.

The organic act establishing the university and providing for its maintenance dates from March 15, 1877. In this act the object of the institution is set forth in the following words:

“To provide the best and most efficient means of imparting to young men and women, on equal terms, a liberal education and thorough knowledge of the different branches of literature, the arts, and the sciences with their varied applications.”

The first building was completed in 1876 and the school opened the following year.

For the permanent support of the university the Legislature voted, at its first session, a tax of one-fifth of a mill upon the assessed value of all property in the State, and made provision to secure a permanent fund from the sale of the lands donated by Congress.

The Legislature has also made the following special appropriations: In 1878 the sum of seven thousand dollars was voted for apparatus, furniture, etc., and in 1883 a special fund was raised by a tax levy of one-fifth of a mill for the two succeeding years (1883-84), which amounted to about forty thousand dollars.³ This fund was expended in improving the grounds and on additional buildings, furniture, books, etc.

¹ Circular of Education, No. 7, 99.

² Calendar, 1887-88.

By Art. IX, sections 12, 13, and 14, of the Constitution, the number of regents is fixed at six, to be elected by the people.

The State has provided liberally for the education of youth, and the young institution is maintained by the constant support of the State. The treasurer's report of 1886 shows that the total receipts of the university for the fiscal year ending September 30, 1886, amount to \$74,432, of which \$1,047 was from a balance of the preceding year, \$50,212.62 from the general fund, and \$22,996.85 from the special fund.¹

STATE AGRICULTURAL COLLEGE.

Colorado supports three State institutions for higher education, the State university already referred to, the Agricultural College at Fort Collins, and the School of Mines at Golden. The Agricultural College at Fort Collins was established by an act of the Assembly, February 11, 1870, in accordance with the conditions of the Congressional land grant of 1862, but the institution was not formally organized until 1877. The State Legislature levies an annual tax of one-fifth of a mill on the assessed valuation of the property in the State for its support.² Prior to this, in 1881, five thousand dollars was appropriated for a new dormitory and for furnishing the laboratory.³ In the same year a tax of one-fifth of one mill was voted for two years, 1881 and 1882.⁴

STATE SCHOOL OF MINES.

The State School of Mines, located at Golden, was organized by and receives its support chiefly from the State. Like the State university and the Agricultural College, it receives one fifth of a mill on each dollar of the assessed value of the property in the State. This makes the permanent support of higher education by the State, to be three-fifths of a mill on each dollar of taxable property.⁵

By the treasurer's report of 1885-86 the value of the property is estimated to be \$50,717, and the total receipts for the year to be \$43,674.73. Of this latter sum \$40,798.30 was received from State taxation.⁶

SUMMARY OF GRANTS.

The following is a statement pertaining to the financial history of the Agricultural College at Fort Collins.⁷

¹ Report State Superintendent, 1886, 81-82.

² Act of Assembly, 1883, 17.

³ Acts of Assembly, 1881, 27.

⁴ *Ibid*, 209.

⁵ State Superintendent's Report, 1885-86, 15.

⁶ Report Superintendent Public Instruction, 1885-86, 104.

⁷ This statement was furnished by the courtesy of the president, Mr. Charles L. Ingersoll.

314 FEDERAL AND STATE AID TO HIGHER EDUCATION.

Tabular statement of the State expenditures for higher education by the Colorado Legislature.

Year.	State valuation.	Tax.	Gross income.	Special legislative appropriations.	Remarks.
		<i>Mills.</i>			
1877....	\$43,453,946.36	½	\$4,845.39	} All used in building. Corner-stone laid July 29, 1878. School opened September 1, 1879.
1878....	43,072,648.26	½	4,807.26	.....
1879....	58,315,389.30	½	5,831.53	.....
1880....	73,698,746.29	½	7,369.87	} Special appropriation for dormitory and laboratory furnishing. Tax for two years only.
1881....	96,135,305.48	½	19,227.06	\$5,000	
1882....	104,440,683.57	½	20,888.13	} Special appropriation for mechanical shop and conservatory. Tax made continuous.
1883....	110,759,756.21	½	22,151.95	10,000	
1884..	115,675,014.51	½	23,135.00	} For main building (addition).
1885....	115,420,193.90	½	23,084.04	.....
1886....	124,269,710.06	½	24,853.94	.....
1887....	141,323,684.37	½	28,264.73	.....
1888....	168,812,246.93	½	33,762.45	.....
1889....	Valuation May 1..	½	.....	18,000
	Total receipts, State appropriations.	.....	217,221.35	33,000

Gross amount one-tenth and one-fifth mill tax	\$217,221.35
Special appropriations, including 1889	33,000.00
From interest on land-grant fund approximately to January 1, 1890.....	2,500.00
Hatch-experiment fund to January, 1890.....	37,500.00
	<hr/>
	287,221.35
Less delinquent tax, \$2,000, approximately each year twelve years	\$24,000.00
Less inventory December 1, 1888.....	98,778.86
Less money on permanent improvements in 1889	25,000.00
	<hr/>
	147,778.86

Total cost of school from February, 1877, to January 1, 1890, less invoice

Average cost of school for ten years, \$13,944.25 annually, and experiment station two and one half years.

SUMMARY.

State University at Boulder.

Special appropriations.....	\$62,000.00
From tax of one-fifth of a mill.....	239,075.40
	<hr/>
Total	301,075.40

Agricultural College at Fort Collins.

Special appropriations	33,000.00
From one-fifth mill tax	217,221.35
	<hr/>
Total	250,221.35

State School of Mines at Golden.

Special appropriations.....	\$30,000.00
From one-fifth mill tax	210,101.64
Total	240,101.64
Entire expenditures.....	791,398.39

NEVADA.

FOUNDING OF THE UNIVERSITY OF NEVADA.

Nevada made ample provision in the first Constitution, adopted in 1864, for a complete system of State schools, and has followed up the declaration of the Constitution by legislative enactments as far as circumstances would permit. The first section under education asserts that "The Legislature shall encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvement."¹

Under this broad declaration the Constitution proceeds to provide for "a uniform system of common schools," the establishment of normal schools, and a "State university which shall embrace departments for agriculture, mechanic arts, and mining." It also authorized the establishment of a school fund by devoting all the public lands granted by Congress by the acts of 1787, 1862, and 1841,² together with all escheats of land, to purposes of education.

The first Legislature³ passed an act, approved March 9, 1865, entitled "An act to establish an agricultural and mechanical college in Washoe County in this State."⁴ This college became an integral part of the public school system which was organized on the 20th of March, 1865.⁵ However, no funds were given into the hands of the regents, and the university was not located according to the provisions of the Constitution until March 7, 1873. At this date an act was approved locating the university at the town of Elko, provided that the people in that town convey within one year to the board of regents of the State university the title of not less than twenty thousand acres, with buildings for a preparatory department costing at least ten thousand dollars. The Central Pacific Railroad Company donated a site, and the citizens of Elko more than fulfilled their part by erecting a building costing over eighteen thousand dollars.

¹ Art. IX, sec. 1, Constitution, 1864.

² U. S. Statutes at Large, V, p. 455; 500,000-acre grant.

³ The first Territorial Legislature in 1861 passed an act to establish a seminary of learning at Carson City, but nothing came of it.

⁴ Laws of 1864-65, 349.

⁵ Laws of Nevada. II, 253.

In 1875 a building was erected for a dormitory costing, furnished, \$7,397, for the purpose of boarding students from abroad; but not over five scholars patronized it at any one time. The university preparatory department was opened in 1874 with seven students.

The University of Nevada, at Elko, "did not realize the anticipations of the board of regents;" in other words, it was a failure. While during the eleven years of its existence at Elko, classes were maintained in algebra, geometry, chemistry, physiology, history, and the common English branches, it would scarcely bear the name of a modern high school.

The regents¹ reported in 1883-84 that a change was desirable. A bill was proposed for the removal of the university to Carson City, but it failed to pass. Another bill, approved by the Governor March 7, 1885, authorized the removal to Reno (Washoe County), on the conditions that the board of commissioners of Washoe County pay into the treasury of Elko twenty thousand dollars, and to the board of regents five thousand dollars; provided further, that ten thousand dollars be appropriated by the Legislature, and this with the five thousand dollars be expended in the erection of a building not to cost over twenty thousand dollars.²

The board of regents proceeded at once to carry out the provisions of the act. They purchased a site of ten acres for \$1,250. On June 1, 1885, the board of commissioners to carry out the stipulations of the said act issued bonds to the amount of twenty-five thousand dollars.

FUNDS AND ENDOWMENTS.

The Constitution provided in section six, article nine, that there should be levied "a special tax of one-half mill on the dollar, on all taxable property in the State, in addition to the other means provided, for the support and maintenance of said university and common schools."

The permanent funds are derived from the sale of the Congressional grant of 1862 of ninety thousand acres, nearly all of which have been sold. In 1866 Congress granted to the State the customary two townships of public lands for "seminary" purposes.

From a statement rendered December 31, 1885, the following facts are gleaned:³

Amount of permanent fund derived from sale of lands of the agricultural grant of 1862.....	\$79,292.92
Interest accruing on the same.....	15,192.97
Number of acres unsold, 2,287.15.	
Amount of permanent fund of seminary grant of 1866.....	31,227.20
Interest accruing on the same.....	9,758.37
Number of acres unsold, 7,054.10.	
Total reducible and permanent funds.....	135,471.46
Total amount of land unsold, 9,341.25.	

¹ Regents' Report. 9.

² Register of the University of Nevada, 7.

³ *Ibid.*, 6.

The amount of money expended for university purposes since its opening up to the date (1887) of the last report of the regents was \$57,138.28; only \$17,760.20 being derived from the income on permanent funds, the remainder, \$39,378.08, having been appropriated by the State Legislature.¹

 CALIFORNIA.

FIRST ORGANIZED EFFORTS FOR EDUCATION.

The first organized efforts toward higher education in California were made by the various religious denominations in their establishment of Christian schools. And these institutions wrought a noble work in thus breaking the fallow-ground and laying the foundation of that great system of advanced learning which is to-day the pride of the State. Usually without necessary means, and oftentimes with the meagre products of self-denial, these colleges and seminaries raised the standard of liberal education.

During the first twenty years of existence, California was indebted to private institutions for the entire benefits received from higher education; and if these institutions could not be favorably compared with older Eastern colleges, possessing many superior advantages; if they professed to give but a limited education and often failed to fulfil what they professed, still they supplied the demand for higher education in pioneer days, and hundreds of men who received their early training and culture in such schools have since risen to positions of honor and usefulness throughout the State. But it is not our purpose to describe the work of these institutions; suffice it to say that whereas a number have succumbed to the rude shocks of fortune or to injudicious management, the majority have developed with the rapid growth of California and fill their own mission in supplying the needs of the times.

EARLY LEGISLATION.

The first Legislature of 1849-50 made no provision for education, the few schools then established being carried on by private enterprise or through the agency of town councils, but the Constitution adopted in 1849 provided for a system of education. It states that "the Legislature shall encourage by suitable means the promotion of intellectual, scientific, moral, and agricultural improvement."² It further provides for the appropriation of the proceeds of five hundred thousand acres of land toward a permanent school fund, and the protection and preservation of the United States seminary grant for a university.

No school law was formed until 1851, and this law, following the provisions of the Constitution, stipulates that the schools shall be of primary, intermediate, grammar, and high school grades, but says nothing

¹ Regents' Report, 1883-84, 8.

² Sec. 2, Art. IX.

about a university. One of the remarkable laws of this code represents the early policy of the State, which has in recent times been wholly departed from.

In section 10 we find these words: "If a school be formed by the enterprise of a religious society, in which all the educational branches are taught, and which from its private and public examination will it to be well conducted, such school shall be allowed a compensation from the public school fund in proportion to the number of its pupils in the same manner as is provided for district schools by this act."

Sec. 11 says: "Schools established under charitable auspices, orphan asylums, schools for blind, almshouse schools, etc., such as shall be subject to the general supervision of laws on education, but under the immediate management of their respective trustees, managers, and directors; and said schools shall participate in the apportionment of the school moneys in the same manner as other common schools."¹

As nearly all of the colleges and seminaries had preparatory courses in connection with their collegiate departments, section 10 of this law provided for aid by the State to private or sectarian institutions. By a law of 1852 the Catholics were allowed their pro rata of the public fund, but by an act approved May 3, 1852,² which levied the first State school tax, the foregoing action was annulled by providing that no school should receive any apportionment of public money unless free from all denominational or sectarian bias, control, or influence whatever. Beyond this the State gave assistance to high schools, some of which attained first rank, but all of these are now supported by local taxation.

THE STATE UNIVERSITY.

The crowning work of the State in the support of education is found in the university at Berkeley. In fact all that the State has ever done in the name of higher education worthy of mention, has been centered about this point. From the time of organization as a State, California has shown a disposition to foster the grants made by the General Government, and has at the same time provided a constant support for the university by taxation, appropriation, and endowment.

The grant of two whole sections of land from the General Government in 1853,³ for a seminary, and an additional grant in the same year of ten sections for building purposes, gave California an opportunity to realize a handsome sum by judicious management; but owing to hasty sales only one hundred thousand dollars was realized from these two sources. Yet this was more satisfactory than the profits received from the five hundred thousand acres granted for internal improvement by the United States in an act of 1841.⁴ California received but six hun-

¹ Quoted by John Swett in *History of Public School System of California*, 15.

² *Ibid.*, 20.

³ *General Statutes of United States*.

⁴ *Statutes of United States*.

dred thousand dollars from this magnificent gift, and the entire sum was devoted to the general school fund.

Nothing beyond the sale of lands was done toward the establishment of a university in California until 1866. In the meantime the act of the General Government in 1862 had given to this State one hundred and fifty thousand acres of land for the support of an Agricultural and Mechanical College. In 1864 the Legislature appointed a board of commissioners to prepare a report favorable to the founding of a State university; this board was composed of Prof. J. D. Whitney, State Geologist; J. F. Houghton, Surveyor General, and John Swett, Superintendent of Public Instruction. Among other considerations it was recommended that the different funds be consolidated and devoted to one institution to be located in San Francisco.

An act was finally approved by the Legislature on March 31, 1866, establishing the Agricultural, Mining, and Mechanical College in accordance with the United States act of July 2, 1862. Section first in defining the object of the college says that "the design of the institution in fulfillment of the injunction of the Constitution is to afford thorough instruction in agriculture, mining, and the sciences connected therewith. To effect the object most completely the institution shall combine physical with intellectual education and it shall be a high seminary of learning."¹ This act provided for a complete organization of the college, but no effective action was taken until two years later when another law was passed establishing the university at Berkeley.

The trustees² of the College of California formally presented the site and property of that institution to the trustees of the Agricultural and Mechanical College with the provision that the Mechanical College should be located on their site at Berkeley; and on the other hand the said trustees of California College offered to give up their own charter and donate to the State their buildings, apparatus and property provided that it should be united with the various grants to form the University of California. After careful deliberation the proposition was accepted and the institution known as the State University with an Agricultural and Mechanical College was established at Berkeley. The property received from the College of California amounted to about one hundred and twenty thousand dollars in value, at the time of the gift. The university was established in 1868, and opened for the reception of students in September of the following year.

In addition to the seventy-two sections of land granted, the General Government also gave ten sections to the university for building purposes.

STATE APPROPRIATIONS.

By an act passed March 30, 1868, the State of California granted the sum of two hundred thousand dollars, which was to be realized from

¹ Report of Commissioner of Education, 1867-68, 125.

² See Wiley's History of College of California, chap. 17 and 18.

the sale of swamp lands located within the State; two years later we find an act recorded which provided for the sale of certain swamp lands to the amount of about eight hundred thousand dollars, or sufficient to yield an income of fifty thousand dollars, the principal of which was to remain as a perpetual university fund.¹

In 1872 an appropriation of three hundred thousand dollars was made by the Legislature for a university building fund.² It was also provided in the same year, and approved March 26, 1872, that the deficiency expenses of the university should be paid out of the public treasury for the two years following, not to exceed six thousand dollars, per month.³

The appropriations during 1873-74 were for different purposes, and under the title 'aid for the university,' equal eighty-thousand dollars; of this sum, fifteen thousand dollars was for the Agricultural and Mechanical College. In addition to this, the sum of \$4,800 was given for the support of the library of the State University. Also by the same act the products of the surveys of the State Geologist were ordered to be delivered to the university and five thousand dollars devoted to the classification and arrangement of the same.⁴

A law deserving especial mention was that enacted in the session of 1873-74 prohibiting the sale of intoxicating liquors within two miles of the site of the university.⁵

For the two years of 1885 and 1886 the following appropriations were made:

Deficiency of the account of the Agricultural College.....	\$359 57
For the benefit of the university grounds and water supply.....	51,456.00
For the benefit of the College of Agriculture.....	23,500.00
For viticulture, under joint control of the board of regents and the State Viticulural Society.....	10,000.00
College of Mechanical Engineering.....	12,000.00
School of Civil Engineering.....	2,500.00
Observatory of Civil Engineering.....	5,000.00
College of Mines.....	10,000.00
Department of geology.....	18,500.00
Department of physics.....	6,784.00
Library.....	10,000.00
Total.....	150,099.57

Of the above sums, only one-half of each appropriation was to be used the first year, with the exception of the library fund, which was to be wholly expended the first year.

"An act appropriating twenty-five thousand dollars to be used jointly with a like sum of twenty-five thousand dollars donated by H. D. Bacon for the construction of a building to be erected on the State

¹Hittell Statutes, sec. 16075.

²Laws of 1871-2, chap. 508, p. 747.

³*Ibid.*, chap. 399, p. 554.

⁴Laws of 1873-74, chap. 463, p. 694.

⁵*Ibid.*, chap. 13, p. 12.

University grounds, in Alameda County, for a library and art gallery,"¹ was approved in April, 1878.

In the same year an appropriation of ten thousand dollars was made for the benefit of the Mining College, and the same amount (\$10,000) was given to the Agricultural College. Also, it was ordered that the interest on the Hastings endowment fund, amounting to fourteen thousand dollars, should be paid.²

An act authorizing the planting of jute was passed in March, 1880, and the College of Agriculture was directed to plant not less than one nor more than five acres as an experiment,³ for which necessary appropriation was to be made. In order to place the funds in better working condition, the Legislature, by an act approved March 19, 1878, formed the "Consolidated perpetual endowment fund of the University of California." The act reads as follows:

"SEC. I. That the entire principal sums which have been or may be hereafter realized from several sources of income and endowment funds of the University of California, to wit, the principal sum derived from the sale of lands granted to the State of California by an act of Congress approved July 2, 1872, and amendments thereto, and the principal sum derived from the sale of seventy-two sections of land granted to the State of California for the use of a seminary of learning by act of Congress approved March 3, 1853, and the principal sum derived from the sale of ten sections of land granted to the State of California for the use of a seminary of learning by act of Congress approved March 3, 1853, and the principal sum which the treasurer of the State of California was directed by act of the Legislature approved April 2, 1870, to place to the account of the university fund, and which, being invested in the bonds of the State, should yield an income of fifty thousand dollars, and the principal sum now remaining on hand derived from the sale of the real estate in Oakland, Alameda County, and State of California, known as the Brayton property, shall be collected into a general fund and the interest only used."⁴

SOURCES OF ENDOWMENT.

Thus we have a review of the permanent university fund, or as it is given by Hittell⁵ in a summary in the code.

Sources of Endowment of the University of California.

(1) The proceeds of the sale of seventy-two sections of land granted to the State for a seminary of learning.

¹ Laws of 1887-88, chap. 584, p. 930.

² Laws of 1887-88, chap. 653, p. 1008: (Mr. Hastings, of San Francisco, gave one hundred thousand dollars to endow a law school, which became a branch of the university, and the State held the money in trust at this time.)

³ Hittell, Amend. to Code, 1405.

⁴ Laws of 1877-78, chap. 277, p. 337.

⁵ Hittell, Statutes, sec. 1415.

(2) Proceeds of ten sections of land granted for the purpose of building.

(3) Income from investment made from the proceeds of the sale of public scrip for the teaching of agriculture and the mechanic arts.

(4) Endowment fund arising from the sale of swamp lands.

(5) Gifts and grants.

The Legislature, as will be seen, has from time to time made generous appropriations to the university.

By an act of 1883, approved March 1, the funds were placed under the exclusive control of the regents of the university.¹

The board of regents numbers twenty-three, of whom the Governor, Lieutenant-Governor, Superintendent of Public Instruction, Speaker of the Assembly, president of the State Agricultural Society, the president of the Mechanics' Institute, and the president of the university are *ex-officio* members of the board, and the remaining sixteen are appointed by the Governor. These regents are required to make full reports of their proceedings to the Legislature.

From the regents' report for the year 1885 is extracted the following statement, which shows the resources of the university. In addition to this the appropriations for the same year amounted to \$97,730 for the several departments. By this report the estimated available income for 1885 amounted to \$98,000.

FUNDS AND ENDOWMENTS.²

State endowment fund	\$811,500.00
United States endowment fund	492,000.00
Seminary land investment fund	19,000.00
Land administration fund	22,000.00
Brayton fund	90,155.00
Special investment fund	20,000.00
D. O. Mills's endowment philosophy	75,000.00
Additional gift	11,900.00
Divested fund	79,750.00
Reese library fund	50,000.00
University medal fund	3,000.00
Tompkins fund	2,457.40
Pioche fund	1,518.40
	1,678,386.25
University site of 200 acres, buildings, etc	1,000,000.00
Hastings endowment fund	100,000.00
Lick Observatory	700,000.00

The Tompkins endowment consists of forty-seven acres of land now (1885) rented for one hundred and seventy-five dollars per annum. As soon as the property reaches a value of fifty thousand dollars it is to be sold for the benefit of the university. In this report of 1885 the

¹ Laws of 1883, chap. 30, p. 54

² Report of the board of regents, 1885, p. 7.

regents state, with reference to the seminary grant, that 45,034.86 acres of the entire 46,080 had already been selected, while the remaining 1,044.14 acres were yet to be applied for; of the 6,400 acres granted for building purposes, application was still to be made for 478.33, and of the one hundred and fifty thousand acres of agricultural land granted, 146,615 had been selected, leaving about 3,384.19 still to be located. The minimum price of the last grant was fixed at five dollars per acre, and the estimated value of the unsold grant was \$26,860.¹

The last substantial work performed by the Legislature for the benefit of the university was the creation of a permanent endowment by levying a tax of one-tenth of a mill on each dollar of assessed valuation of property. The act providing for this tax reads thus:²

"SEC. 1. There is hereby levied, annually for each fiscal year, an 'ad valorem' tax of one per cent. upon each one hundred dollars of value of the taxable property of the State, which tax shall be collected by the several officers charged with the collection of State taxes, in the same manner and at the same time as other State taxes are collected, upon all or any class of property, which tax is for the support of the University of California.

"SEC. 2. The State Board of Equalization, at the time when it annually determines the rate of State taxes to be collected, must at the same time declare the levy of said rate of one cent, and notify the Auditor and Board of Supervisors of each county thereof.

"SEC. 3. The money collected from said rate, after deducting the proportionate share of expenses of collecting the same to which other State taxes are subject, must be paid into the State treasury, and to be by the State Treasurer converted into a separate fund, hereby created, to be called the 'State University Fund.'

"SEC. 4. The money paid into the said 'State University Fund' is hereby appropriated, without reference to fiscal years, for the use and support of the University of California, and is exempted from the provisions of part three, title one, article eighteen, of an act entitled 'An act to establish a political code,' approved March twelfth, eighteen hundred and seventy-two, relating to the Board of Examiners. When there is any money in the said fund, the same may be drawn out upon the order of the board of regents of the University of California, or such officers of the board as may be duly authorized thereto. Upon the receipt of the order, the Controller must draw his warrant upon the State Treasurer, payable to the order of the treasurer of the University of California, out of the said 'State University Fund.'

"SEC. 5. The money derived from said fund must be applied only to the support and permanent improvement of the university, and the board of regents must include in its biennial report to the Governor a statement of the manner, and for what purposes the money was expended.

¹ J. Hane's report (Land Ag. Univers. California), in Regents' Report, 1885, 120.

² Laws of California, extra Leg. session, 1887, chap. 3, p. 2.

"SEC. 6. This act takes effect immediately."

This fund yielded in 1887-88 the sum of \$76,580.79, and will continue to increase from year to year.

In one thing California stands alone among the several States, and this is in the taxation of the property of private, sectarian or denominational schools.

A reaction from the early practice of aiding such institutions has taken the Legislators to the opposite extreme of taxing the school grounds, property, apparatus, and libraries of private institutions. It is not desired to discuss the question here, but merely to relate the historical fact. It is certainly a novel position that the State has assumed in thus opposing a policy which has grown with the development of the country for over two hundred and fifty years. California is either in advance of her sister States in the wisdom of legislation or else has rendered a great injustice to private benevolence, which should always be encouraged.

SUMMARY OF STATE APPROPRIATIONS.

State University:

State endowment, swamp lands	\$811,000.00
Income from State endowment (1874-88)	712,319.15
Special appropriations	868,331.79
From one-tenth mill tax, 1888	76,580.00
Total appropriations.....	\$2,468,230.94

The following statement shows the income from State endowment for each year from 1874 to 1888:¹

1874 and 1875	\$59,337.49	1883	\$50,040.00
1876 and 1877	100,305.58	1884	50,021.94
1878	50,000.00	1885	50,034.50
1879	50,040.00	1886	50,037.35
1880	50,040.00	1887	50,040.00
1881	50,040.00	1888	52,065.00
1882	50,017.99		

In 1888 the first annual income from the tax of one-tenth of a mill on assessable State property was \$76,580.

The following summary of State appropriations for the support of the University of California is taken from the report of the secretary of the university, Mr. J. H. C. Bonté.

In estimating the bounty of the State it seems proper to include the State endowment derived from the sale of the tide lands, amounting to \$810,000, and the interest on the same, amounting to about \$712,319, according to the reports of the regents. It is true that this fund originated in the United States grant, but it was devoted to internal improvements and could have been used for any other purpose had the

¹ Compiled from the regents' reports.

representatives of the people so decided; they chose to devote it to the cause of higher education and to use the annual income for the support and maintenance of the State University. This swells the entire State appropriation to the sum of \$2,322,562.22.

APPROPRIATIONS BY THE STATE OF CALIFORNIA FOR THE USE OF THE UNIVERSITY.

Erecting and furnishing buildings:

Apr. 1, 1872.....	\$300,000.00	
Apr. 3, 1876.....	40,000.00	
Apr. 1, 1878.....	25,000.00	
May 5, 1881.....	10,000.00	
Mar. 9, 1883.....	2,500.00	
Mar. 10, 1885.....	2,500.00	
		\$380,000.00

Apparatus.

Mining department:

Apr. 1, 1878.....	10,000.00	
Apr. 16, 1880.....	5,000.00	
May 5, 1881.....	4,000.00	
Mar. 9, 1883.....	8,000.00	
Mar. 10, 1885.....	10,000.00	
		37,000.00

Mechanical department:

Apr. 16, 1878.....	5,000.00	
May 5, 1881.....	4,000.00	
Mar. 9, 1883.....	10,000.00	
Mar. 10, 1885.....	12,000.00	
		31,000.00

Mineralogical department:

Apr. 16, 1880.....	5,000.00	
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Physical laboratory:

Mar. 9, 1883.....	5,500.00	
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Engineering department:

Mar. 9, 1883.....	5,000.00	
Mar. 10, 1885.....	2,500.00	
		7,500.00

Observatory for civil engineer:

Mar. 10, 1885.....	2,500.00	
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Department of physics:

Mar. 10, 1885.....	6,784.00	
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Viticulture:

Apr. 16, 1880.....	3,000.00	
Mar. 9, 1883.....	2,000.00	
Mar. 10, 1885.....	5,000.00	
		10,000.00

Agriculture:

Mar. 30, 1874.....	30,000.00	
Apr. 1, 1878.....	10,000.00	
Apr. 16, 1880.....	5,000.00	
May 3, 1881.....	10,000.00	
Mar. 9, 1883.....	1,800.00	
Mar. 9, 1883.....	15,000.00	
Mar. 10, 1885.....	359.79	
Mar. 10, 1885.....	23,500.00	
		95,659.79

Library :

Mar. 30, 1874.....	\$4,800.00	
Mar. 10, 1885.....	10,000.00	
		\$14,800.00
Geology and natural history, Mar. 10, 1885.....		18,500.00
Improvement of grounds and buildings:		
Mar. 9, 1883.....	11,000.00	
Mar. 10, 1885.....	51,456.00	
		62,456.00
Support of university, approved March 30, 1874		50,000.00
Income from tax, 1 cent on each \$100, year ending June 30, 1888		82,542.42
		809,943.22
Appropriated by Congress, for agricultural experiment stations, per annum.....		
		15,000.00
Proceeds from sale of land up to the first of April, 1889.....		687,143.21

OREGON.

UNIVERSITY OF OREGON.

In 1850, two years after Oregon was organized as a Territory, the United States granted her two townships of land for the endowment of a university.¹ The first mention of the university upon Oregon's statute-books is in the Laws of 1850, where Marysville is designated as its location.² In 1852 a commissioner was appointed to have charge of and to sell the university lands.³ Three years later, the institution was relocated at Jacksonville.⁴ So far, the university existed only on paper, and there it remained for some time, as the Constitution of 1857, after providing for the sale of university lands and the investment of the proceeds, directed that no part of the funds should be expended until 1867, unless the same should be otherwise disposed of for common school purposes.⁵ Evidently the settlers were not ready for the university. The disposal of the lands was further regulated by an act of 1868, ordering that all university lands should be sold, none, however, for less than one dollar and twenty-five cents an acre, and that payment be secured by notes bearing interest at ten per cent.⁶

The first important step toward establishing the university was in 1872, when its location was fixed at Eugene City, on condition that the Union University Association of that place should furnish a suitable building.⁷ This society complied with the requirement, and an act of

¹ U. S. Statutes at Large, IX, 499.

² Page 222.

³ Laws of 1853, 517.

⁴ Laws of 1855, 562.

⁵ Article VIII, sec. 5, Poore, Charters and Constitutions, 1502; Report of U. S. Commissioner of Education for 1867-68, 121.

⁶ Laws of 1868, 207.

⁷ Laws of 1872, 47. Catalogue of 1885-86, 9.

1876 fully established the university and pledged the interest on the university fund to it forever, besides granting it twenty thousand dollars additional endowment.¹ As over thirty thousand dollars of the fund had become unproductive "through ill-advised loans on the part of the State authorities," two thousand five hundred dollars was in 1878 annually set apart from the treasury for the support of the university.² In 1882 interest on the fund was reduced to eight per cent., and an annual tax of one-tenth of a mill on the dollar was laid on all property taxable for State purposes. Of the proceeds of this, five thousand dollars was set apart annually for the support of the university, the remainder to be used for buildings and improvements.³ Besides this tax and the income on the fund, the university has received fifty thousand dollars from the State.

CORVALLIS COLLEGE.

The Congressional land grant of 1862 gave to Oregon ninety thousand acres.⁴ In the same year the Legislature accepted the land and appointed commissioners to locate the agricultural college.⁵ In 1870 Corvallis College was designated as the recipient of the grant.⁶ The lands were disposed of by an act of 1872, which provided that they should be sold for not less than two dollars and fifty cents an acre, and that the proceeds should be loaned on mortgages at ten per cent.,⁷ reduced to eight per cent. in 1882.⁸ The additional appropriations received from the State amounted, in 1887, to twenty thousand five hundred dollars.⁹

SUMMARY.

While public aid to higher education came first from the Federal Government, Oregon herself has not withheld assistance. Besides the university tax of one-tenth of a mill on every dollar of taxable property, seventy thousand five hundred dollars have been granted, fifty thousand dollars to the State university and twenty thousand five hundred dollars to Corvallis College.

¹ Laws of 1872, 10. Laws of 1876, 52.

² Laws of 1878, 57.

³ Laws of 1882, 8, 9. Catalogue of 1885-86, 17.

⁴ General Laws of 1862, 63.

⁵ *Ibid.*, 1863, 109.

⁶ Laws of 1870, 17.

⁷ Laws of 1872, 133.

⁸ Laws of 1882, 9.

⁹ Report of Commissioner of Education for 1886-87, 710.

APPENDIX A.

HISTORICAL VIEW OF STATE EDUCATION IN THE OLD WORLD.

State education is found among the oldest institutions of history. It has been established in some form by nearly all of the nations of the earth, and at all times the status of education has been determined by the political condition of a country. A high state of culture can not long remain independent of and separate from the institution of political government, for it will be either crushed by the arm of despotism or, rising in its own activity, it will transform the government into a protecting power. It is safe to say that under the benign influence of political protection the highest literary development has been attained, while the best products of culture have flowed through political channels. It is now democratic Athens, now imperial Rome, now royal France, now constitutional England that fosters and protects higher learning. This government aid to education may be seen in the patronizing whims of princes, in the recognition of individual merit. It may be seen in the wise provision of beneficent laws for the protection of independent effort, or again in a strong national policy for the protection of art, literature, and science. The great universities of ancient and modern times have received government support. The Academy at Athens and the Universities of Alexandria and Rome testify to the truth of this assertion; let Bologna and Paris, Pisa and Salamanca, Oxford and Wittenberg, Leyden and Berlin, bear witness to the fostering care of the respective governments under which they have existed. The great libraries of the world have been the creations of government. The ancient libraries of Assyria and Egypt, and the modern collections of the Vatican, of London, of Paris, Berlin, and St. Petersburg were established and supported by governments.

Something more than a desire for personal glory and the perpetuation of a name must have filled the mind of the great Assur-bani-pal to induce him to collect the ancient and modern writings of his time and form them into a great library to be used as a basis for national education. He brought together the lore of the Chaldeans and of the ancient Accadians whose language was still used in worship. He provided for the education of the priests¹ and the scribes, and the interpreters of the law. He turned one part of his great palace into a

¹ Ragozin, Chaldea, 108.

school of learning. The books of the library were arranged and classified; there were books on history, religion, and the natural sciences; on astronomy, grammar, legends of gods and men, and the laws and customs of the people. The remains¹ alone of the library of Ninevah² form a mass of more than one hundred cubic meters; the number of tablets surpasses ten thousand, and their contents would cover in the ordinary form of our present books more than five hundred quarto volumes of five hundred pages each. By this educational zeal of the great monarch, writings have been transmitted through thousands of years and their copies are now imperishable.

Alexandria for over six hundred years was the abode of men of learning. Here arose under the Ptolemies, in the third century before Christ, a complete system of higher education and libraries such as the world had never known before. Here was the first great university³ in the modern conception of the term. The Serapeum dates from 298 B. C. and disappears about 640 A. D. In connection with this great library, Ptolemy founded a college, or what might be called a *Studium Generale*, and endowed its professors. This college⁴ was in the vicinity of the Serapeum, the Gymnasium, the royal palace, and the amphitheater. "A noble portico stretched along its front for exercise or conversation and opened on the public rooms devoted to disputation and lectures, a certain number of professors were lodged within the precincts, and a handsome hall or refectory was provided for the common meal." This building was called the Museum;⁵ as time passed, other colleges were added and eminent men called to fill their chairs. The influence of this university was felt in Greece and Rome and subsequently throughout Europe; mathematics, law, astronomy, and other arts and sciences were cultivated.

The education of Sparta was wholly of the state and for the state; although education in letters and philosophy did not reach so high a standard as in Athens, the best was by the state. The academy at Athens, though nourished by beneficent influences, was not supported by the government during its earlier years. Its organization was entirely of a voluntary character. But when it was under the empire of Rome, the great emperors endowed it. Perhaps before Augustus, but certainly in the time of Marcus Aurelius, it received endowments from the imperial government. But these were only a partial endowment.⁶ There were three principal chairs: rhetoric, philosophy, and politics. The first was recognized as the chief chair, and was endowed with the equivalent of two thousand five hundred dollars. To this school flocked the youth from Italy and the provinces of the empire to receive the highest intellectual training that could be given at that time. Athens

¹ Menant, *Bibliothèque de Ninive*.

² *Ibid.*, 30

³ *The Rise and Constitution of Universities*, Lauric, 5.

⁴ *Ibid.*

⁵ *The Office and Work of Universities*, 144, by J. H. Newman.

⁶ *Ibid.*, 10.

long continued to be the great center of learning, but after the removal of the seat of the Roman empire to Constantinople, the latter city began to assume prominence in this respect.

Constantine the Great encouraged learning, and many of his successors¹ endowed institutions. Theodosius and Valentinian developed more fully the scheme of construction, and organized the teaching at the Eastern capital by appointing a complete corps of professors. The influence of the Christian religion was fast undermining the Romano-Hellenic schools. "Family education became a more influential feature in society than public instruction; and though family education from the fourth to the seventh century appears to have improved the morality of the population, it certainly increased their superstition and limited their understandings." Bordas tried to revive the flagging interest.² About 850 A. D., he founded a free university at Constantinople, making it independent of the church and the clergy, and gave it a constitution. Distinguished teachers were appointed in philosophy, rhetoric, geometry, and astronomy; also special teachers in the sciences were paid out of the public treasury. The philosopher Leo³ had the direction of the entire system of education. But it was not until the reign of the Macedonian dynasty which began in 867 A. D. that the Byzantine empire entered upon its most brilliant period. Subsequently Constantine Porphyrogenitos (913-954) established four schools of science, and required that all the officers in the government of a higher grade should be filled from members of this school who were well versed in rhetoric and philosophy. In the face of all these efforts, politics and learning declined, from inevitable causes.⁴

At Rome the university originated under Vespasian (64-79 A. D.), who instituted a "basilica" in his "Temple of Peace" where the learned might carry on their disputations. This was afterward enlarged under Hadrian (117-138 A. D.), and called the Athenæum. From the time of Vespasian fixed salaries and senatorial rank were attached to certain chairs in the Athenæum. The object of this State education, says Merivale, was to "restore the tone of society and infuse into the national mind healthier sentiments,"⁵ and in speaking of education under the Cæsars, Gibbon says, "In all the cities of the Roman world the educa-

¹ Mitford, *History of Greece*, 282.

² Finlay, *History of Greece (Byzantine)*, I, 5.

³ Newman, 6.

⁴ It is not easy to state the causes; yet as a fact from the time that the state took hold of learning to organize it in Greece, the enthusiasm for learning and the love of pure science gradually died out. It may have been a decline in government. Possibly the students were of a different class and came to prepare for offices in the state. Conrad finds that in the German universities young men attend largely as a pecuniary matter, for the purpose of preparing for employment, and this has a tendency to lower the ideas of learning. (See Conrad's *German Universities*.)

⁵ Merivale's *History of Rome*, Vol. VII, p. 29.

tion of youth was intrusted to masters of grammar and rhetoric who were supported at public expense, and distinguished by many lucrative and honorable privileges."¹ This was in the days of the empire; for in earlier history the education of youth was a purely private matter, dominated neither by the State nor by religion. At the university of Rome in 1514, the professors numbered one hundred, and their salaries were paid by the government. These few citations will indicate the movement toward higher education under the directions of the old nations of the earth. The next educational movement that breaks forth in western Europe has been greatly modified by Christianity. Charles the Great, though a strong defender of the Faith, was the first in the modern world to establish state schools. Nothing is more noted in history than the civil, political, and religious reforms of Charles the Great in the revived Roman empire during the latter part of the eighth century.

When the great emperor came to the throne he soon perceived that the proposed reforms would prove wholly impracticable unless the illiteracy of the priests and the general ignorance of his subjects could be diminished by proper education. He, therefore, set himself at once to the task of reforming the schools of the realm. The episcopal and monastery schools were improved, and the priests² were instructed to give more diligent application to religious studies and at the same time special attention to literature.³ The ablest scholars of that time were invited to the imperial court, among whom Leidrade, of Noricum, and Alcuin, of York, were the most celebrated. After reforming the monasteries, Charles turned his attention to founding a system of free schools⁴ in the towns throughout the empire, and especially⁵ to the founding of the famous Palatine school.⁶ The latter was especially designed for the education of the government officials and their children, but was free to all who desired learning. The remarkable feature of this school was that all persons who became proficient in studies or distinguished themselves as scholars, however humble their origin or circumstances, were promoted in the service of the state. Here then was a state school with a system of civil service reform attached; a civil academy for the benefit of the state. Charles did not stop here, but extended the free school system throughout the empire; without doubt he was the first originator of parish or district schools.

In the extension of the school system throughout the realm, three cities, Pavia, Paris, and Bologna received especial privileges and be-

¹ Gibbon, Vol. II, chap. 22, p. 154.

² Letter to Baugulfus, Abbot, *Capitularia Regum Francorum*, Vol. I, pp. 201-204 (Baluzii).

³ "Etiam in literarum meditationibus."

⁴ Mullinger, p. 103.

⁵ Theodosius, Bishop of Orleans, succeeded Alcuin and became minister of education. It is through his letters that evidences of these schools are in existence.

⁶ Mullinger, *The Schools of Charles the Great*, p. 41 et seq.

came educational centres. Their public schools were of high grade. It is claimed by some that Charles had in mind the building of great universities at these places, after the manner of those at Athens and Alexandria. However, this is merely supposition, although as a result of the schools at these places great universities did spring up; not in the relation of cause and effect, for long centuries of misrule had obliterated Charles' educational foundations and left barely the marks of civic progress. But these marks of progress in the centres of wealth, industry, and historic interest rendered these places desirable points for the congregation of students. "And whether his school at Paris be called a university or not, he laid principles of which a university is a result in that he aimed to educate all classes, and undertook all subjects of teaching." In these municipal centres¹ were formed the early universities by the concourse of students. These universities had a natural development; it is not possible to say they were the product of the church or of the state. Perhaps the greatest organized influence came from the Cathedral and Benedictine schools coupled with Saracenic influences. But there sprung up with these schools of special learning an anti-monastic spirit, and each school drew students according to its specialty, law at Bologna, medicine at Salerno, and philosophy and theology at Paris.

One remarkable fact is that the education of the clergy and the laity, church education and civil education, were both in the hands of the state, that is, in those of the emperor. The first charter of the University of Paris was granted by Philip Augustus in 1199; this exempted its members from the ordinary tribunals and from the tribunals of the church.² The University of Bologna, though not older than Paris, was chartered with the same privileges in 1158 by Frederick I (Barbarossa). Frederick II, Emperor of the Romans, founded the University of Naples. The sovereign power called certain masters or doctors to act as professors, to some if not to all of whom he granted salaries. The university was founded by the state solely and under the control of the sovereign, while the professors were freed from taxes and from military service, and had other immunities granted them.³

Students prepared in these universities of Italy for high offices in church and in state. "From this time," says Hallam, speaking of the first charters, "the golden age of universities commenced; and it is hard to say whether they were favored more by their sovereigns than by the see of Rome." However, this is immaterial as the rules then were, whether civil or ecclesiastical, the state, and the benefactions of popes and kings came from the public treasury, and primarily from the people. Whether the great universities of Paris, and Bologna, Oxford,

¹ Newman, *The Office and Work of Universities*, 230.

² Hallam, *Middle Ages*, II, 420.

³ Laurie, *Rise and Constitution of Universities*, 120.

Pavia, and Prague and others were endowed by kings or princes, bishops or popes, the funds came from the masses of the people.¹

The great universities of England were patronized by kings, although their modern support has been from private rather than public sources. It is thought that the learned Alfred founded a school at Oxford and made it a centre of learning; but it is known that Oxford was chartered with privileges by King John² in the thirteenth century. Subsequently the universities secured favors and royal patronage from the Henrys and the Edwards.³ They have grown to be national in their character, and through their great public influence and modern university extension are rapidly becoming popular institutions in the best sense of the term. Cambridge was founded "for the study of learning and knowledge and for the better service of church and state," while Oxford, London, and others have filled the same office. The incomes of Oxford and Cambridge for the year 1887 were £256,475 and £346,550, respectively.⁴ In the year 1874 Great Britain appropriated for her universities £52,027.

The University of Leyden, so often referred to as the product of the self-sacrifice of a noble people, was created and endowed by the Dutch Republic. It was granted as a reward to the people of Leyden for their heroic defence of their city against the crafty Spaniards in the darkest hours of their national struggle (1575).

The most complete state system of schools of modern times is found in Germany. As early as 1794 the common law of the Prussian states declared schools and universities to be state institutions, and set up a system of laws controlling the whole plan of instruction.⁵ In the development of modern Germany the growth of the public-school system has kept abreast of every reform, and has been one of the strongest forces for the rebuilding of the nation. Later, when Prussia was humbled by the cruel tyranny of Napoleon, her army destroyed, industries suppressed, country depopulated by war, and devastated by the ruthless track of the invader, the memorable words of the King, William III, were prophetic of the future of United Germany: "Although we have lost territory, power, and prestige, still we must strive to regain what we have lost by acquiring intellectual and moral power; and, therefore, it is my earnest desire and will to re-establish the nation by devoting a most earnest attention to the education of the masses of the people.

* * * The state must regain in mental force what it has lost in physical force."⁶

¹ C. K. Adams, *Washington and the Higher Education*. H. B. Adams, *The State and Higher Education*. Address Department of Superintendence of the National Educational Association, Washington, March 8, 1889.

² Laurie, 120.

³ Edward II founded Oriel College, Oxford, in 1326.

⁴ Whitaker's Almanac, 1889.

⁵ *Public Instruction in Prussia, Barnard, Secondary Schools*.

⁶ *Proclamation of Frederick William III, 1807*.

Behind this sentiment were strong men and philosophers who saw on what hung the destiny of Germany. Fichte proclaimed that "Education is the only means by which we can be rescued from our helpless condition." * * * "I hope to convince Germans that nothing but education can rescue us from the miseries that overwhelm us." * * * "Education as hitherto conducted by the church has aimed only at securing for men happiness in another life; but this was not enough, for men need to be taught how to bear themselves in the present life so as to do their duty to the state, to others, and themselves."¹ Fichte touched the vulnerable point of the mediæval education. There soon came into being a great university, situated at the seat of the government of the kingdom. Berlin has the greatest direct power of all the universities in Europe. It brings together yearly more than five thousand students from the empire. In 1874 the government of Prussia appropriated \$242,054.80 for the support of the University of Berlin. Of the entire income of the Prussian universities in 1883-84, amounting to 8,103,000 marks, 613,000 were contributed by the state.² It is true that the University of Berlin, though differing from all others in some particulars, was a part of a great system of which the University of Prague was the first in Germany; and, indeed, it was the first formally-founded university in Europe, if we except Naples and Palencia.³

Prague was founded by Charles IV, in 1348, and embraced a *studium generale* of all the faculties. It was not founded like Berlin in response to a national demand, but after the idea of Charles IV who, having been educated at Paris, returned to set up a university in his own realm, after obtaining a bull from the pope.⁴ Indeed, the whole course of mediæval universities shows the pope to be the universal arbiter on questions of difficulty, whether he had founded the universities or not. Charles IV appointed the Archbishop of Prague chancellor, and called from different parts of the educated world learned professors in the several departments, giving endowments for their support. Other universities followed, endowed by the state or the church, until now no less than twenty-one, patterned more or less after the original design of the first, are distributed over Germany, calling to their halls many of the brightest students of the empire and of other countries.

In this brief review of state education in the Old World, we may learn that the present forms of education as we have known them in the United States are not new creations, but have had their prototypes in

¹ C. K. Adams' Address.

² Roscher *Finanzwissenschaft*, p. 502 (Ed. 1886). In 1885-86 Prussia expended \$14,329,298 for education; in the following year the sum of \$15,186,133. In the same years France expended for higher education \$2,317,947 and \$2,290,454, respectively.

³ Laurie, 256; the university at Palencia, Spain, was founded in 1212 by Alonzo VIII, with privileges and benefactions.

⁴ From this time to the Reformation every university founded had two charters, one from the pope and the other from the king or emperor.

Old World institutions. The mediæval college was not destroyed by the rising of universities, but was incorporated in their more general organization and handed down to us at the present, modified to suit the growth of knowledge. The modern academy, the primary school, the parish school, or county school, the college and the university are but evolutions in the United States, suited more or less to our express needs.

We have seen that at times schools were wholly independent of either ecclesiastical or political patronage; at other times they were controlled and supported by the church or state, separately or conjointly; and, again, the church has controlled the education of both clergy and laity; or this comprehensive duty has fallen upon the State. Our modern college has sprung from the mediæval college through the "great schools" of England. One type of our universities, such as that of Virginia, has some resemblance to the University of Paris, while Harvard and Yale are following in the paths of Cambridge and Oxford.

The influence of the German universities has been more perceptible during recent years. The University of Michigan was planned after German or rather Prussian models. There was a magnificent scheme for a central university, colleges, and high schools, all controlled by one central authority. This idea has had more or less influence in the formation of the systems of education in the new States of the West. The chief German influence is felt in methods of study and discipline, and new features of school curricula; this is more to be observed in the lowest grade, the kindergarten, and in the highest grade, the university, than in other departments. Have we universities in America? Yes, American universities, not like some in the Old World, but universities that are developing with the country and the nation. While there is much to learn and great room for improvement, let it be remembered by those who disparage the American universities in comparison with foundations of seven hundred years' standing, that but one attempt was ever made to import a European university¹ into America, and that failed.

¹ Jefferson's scheme to import the faculty of Geneva. See H. B. Adams' *William and Mary College*, and his *Thomas Jefferson and the University of Virginia*.

APPENDIX B.

TABLE I.—Statistics relating to State Colleges and Universities, showing State Endowments, Appropriations, etc.

[Columns one, two, and three mostly compiled from the Report of the Commissioner of Education, 1886-87.]

Name of State.	Value of Grounds, Buildings, Apparatus, etc.—Unproductive Property.	Value of Endowments,—Productive Property.	Annual Income from Productive Funds.	Permanent State Endowment.	Income from Permanent State Endowment.	Total State Appropriations for Higher Education.	Amount of Assessed Valuation of Property.	Population in 1880.
Alabama	\$605,000	\$553,500	\$45,080	.....	.....	\$270,750	\$214,925,869	1,262,505
Arkansas	300,000	130,000	10,400	.....	.....	257,894	126,828,394	862,525
California .....	.....	750,000	.....	\$50,000 and	\$128,645	2,468,231	1,012,135,832	804,694
Colorado	171,512	62,000	7,700	¹ / ₂ mill tax.	.....	891,398	130,000,000	194,327
Connecticut .....	.....	¹ 135,000	.....	³ / ₈ mill tax.	.....	288,676	348,774,879	622,700
North Dakota	} 312,701	.....	.....	.....	.....	143,096	157,084,366	135,177
South Dakota .....		.....	.....	.....	.....	.....	.....	.....
Delaware	50,000	83,000	4,780	.....	.....	116,000	(?)	146,608
Florida	50,000	154,000	9,227	.....	.....	30,750	76,611,409	269,493
Georgia	288,000	455,202	43,564	.....	.....	983,181	320,489,505	1,542,180
Illinois	545,000	450,000	26,314	.....	.....	531,000	797,773,002	3,077,871
Indiana	550,000	590,000	30,000	.....	23,000	1,453,000	793,526,079	1,978,301
Iowa	760,000	815,037	62,905	.....	20,000	1,454,098	501,379,744	1,624,615
Kansas	720,5 ⁸	674,788	41,253	.....	.....	922,606	310,871,546	996,096
Kentucky	200,000	165,000	9,900	³ / ₈ mill tax.	24,000	192,000	517,214,301	1,648,690
Louisiana .....	.....	318,313	13,244	.....	.....	794,500	212,725,464	639,946
Maine	165,000	230,300	11,500	.....	.....	313,718	265,978,716	648,936
Maryland	100,000	112,086	6,431	.....	.....	710,907	485,839,772	934,943
Massachusetts	964,890	652,575	34,431	.....	.....	1,764,368	1,847,531,422	1,783,085
Michigan	1,355,854	979,720	59,502	.....	.....	2,195,968	945,450,000	1,636,937
Minnesota	1,000,000	750,000	40,000	.....	40,000	583,000	469,831,464	789,773
Mississippi	² 403,492	756,211	43,251	.....	.....	1,714,372	122,736,838	1,181,567
Missouri	125,000	72,000	3,600	.....	.....	.....	725,775,250	2,168,380
Montana .....	.....	.....	.....	.....	.....	(?)	60,000,000	39,159
Nebraska	250,000	.....	.....	³ / ₈ mill tax.	110,179	³ 660,145	160,500,266	452,402
Nevada	25,000	135,471	.....	.....	.....	135,471	34,936,210	62,266
New Hampshire .....	.....	¹ 80,000	.....	.....	.....	106,964	231,659,265	346,991
New Jersey .....	.....	¹ 116,000	.....	.....	.....	0	573,256,304	1,131,116
New York .....	.....	⁶ 000,000	.....	.....	.....	890,241	3,224,682,343	5,082,871
North Carolina	288,500	130,000	7,800	.....	20,000	355,580	202,752,622	1,399,750
Ohio	850,000	537,841	32,270	.....	.....	264,534	1,688,676,168	3,198,062
Oregon	477,000	⁴ 210,000	9,000	.....	.....	70,500	77,188,694	174,768
Pennsylvania	450,000	500,000	30,000	¹ / ₂ mill tax.	.....	1,088,947	3,166,016,914	4,282,891
Rhode Island .....	.....	50,000	.....	.....	.....	0	328,500,559	276,531
South Carolina	400,000	⁴ 95,750	⁵ 5,750	.....	.....	2,829,999	149,973,305	993,577
Tennessee .....	.....	300,000	21,500	.....	.....	(?)	256,456,761	1,542,359
Texas .....	.....	859,000	59,280	.....	.....	382,487	562,103,223	1,591,749
Vermont .....	.....	¹ 122,626	.....	.....	.....	90,500	157,192,262	332,286
Virginia .....	.....	771,912	43,396	.....	.....	2,135,675	376,043,236	1,512,565
Washington .....	.....	.....	.....	.....	.....	(?)	60,212,581	75,116
West Virginia .....	.....	107,000	6,300	.....	.....	278,962	173,993,762	618,457
Wisconsin	1,000,000	218,618	12,050	¹ / ₂ mill tax.	.....	1,203,377	581,264,749	1,315,497

¹ Land scrip fund.

² Approximate.

³ Alcorn Agricultural College not reported.

⁴ State Agricultural College not reported.

⁵ Claflin University not reported.

TABLE II.—UNIVERSITY LAND GRANTS.¹

The following statement shows the number of acres granted to the States and reserved in the Territories of Washington, New Mexico and Utah, for university purposes, by acts of Congress, the dates of which are given in proper column:

Grants and Reservations for Universities.

States and Territories.	Total area.	Under what acts.
	<i>Acres.</i>	
Ohio.....	69,120	April 21, 1792; March 3, 1803.
Indiana.....	46,080	April 19, 1816; March 26, 1804.
Illinois.....	46,080	March 26, 1804; April 18, 1818.
Missouri.....	46,080	February 17, 1818; March 6, 1820.
Alabama.....	46,080	April 20, 1818; March 2, 1819.
Mississippi.....	46,080	March 3, 1803; February 20, 1819.
Louisiana.....	46,080	April 21, 1806; March 3, 1811; March 3, 1827.
Michigan.....	46,080	June 23, 1836.
Arkansas.....	46,080	Do.
Florida.....	92,160	March 3, 1845.
Iowa.....	46,080	Do.
Wisconsin.....	92,160	August 6, 1846; December 15, 1854.
California.....	46,080	March 3, 1853.
Minnesota.....	82,640	March 2, 1861; February 26, 1857; July 4, 1857.
Oregon.....	46,080	February 14, 1859; March 2, 1861.
Kansas.....	46,080	January 29, 1861.
Nevada.....	46,080	July 4, 1866.
Nebraska.....	46,080	April 19, 1864.
Colorado.....	46,080	March 3, 1875.
Washington.....	46,080	July 17, 1854; March 14, 1864.
North Dakota.....	46,080	February 18, 1881.
South Dakota.....		
Montana.....	46,080	Do.
Arizona Territory.....	46,080	Do.
Idaho Territory.....	46,080	Do.
Wyoming Territory.....	46,080	Do.
New Mexico Territory.....	46,080	July 22, 1854.
Utah Territory.....	46,080	February 21, 1855.
Total.....	1,395,920	

TABLE III.—AGRICULTURAL AND MECHANICAL COLLEGE GRANTS.

States having land subject to selection, "in place," under act of July 2, 1862, and acts amendatory thereof.

	Acres.		Acres.
Wisconsin.....	240,000	Nevada (also under act of July 4, 1866).....	90,000
Iowa.....	240,000	Missouri.....	330,000
Oregon.....	90,000	Nebraska (also under act of July 23, 1866).....	90,000
Kansas.....	90,000	Colorado.....	90,000
Minnesota.....	120,000		
Michigan.....	240,000	Total.....	1,770,000
California.....	150,000		

¹ See "Public Domain," House Mis. Doc. 45, part 4, Forty-seventh Congress, second session.

States to which scrip was issued, and amount.

	Acres.		Acres.
Rhode Island.....	120,000	Ohio.....	630,000
Illinois.....	480,000	West Virginia.....	150,000
Kentucky.....	330,000	Indiana.....	390,000
Vermont.....	150,000	North Carolina.....	270,000
New York.....	990,000	Louisiana.....	210,000
Pennsylvania.....	780,000	Alabama.....	240,000
New Jersey.....	210,000	Arkansas.....	150,000
New Hampshire.....	150,000	South Carolina.....	180,000
Connecticut.....	180,000	Texas.....	180,000
Massachusetts.....	360,000	Georgia.....	270,000
Maine.....	210,000	Mississippi.....	210,000
Maryland.....	210,000	Florida.....	90,000
Virginia.....	300,000		
Tennessee.....	300,000	Total.....	7,830,000
Delaware.....	90,000	Total in place and scrip..	9,600,000

TABLE IV.—AGRICULTURAL COLLEGES.

The following statement shows the names and locations of agricultural colleges, with the number of acres of scrip or land in place given to the several States and the amounts realized therefrom:

Agricultural colleges located by the several States under the act of July 2, 1862.

Name and location.	Amount derived from sale of United States land or scrip.	Number of acres received from the United States.
Agricultural and Mechanical College of Alabama, Auburn, Ala.....	\$216,000	240,000, scrip.
Arkansas Industrial University, Fayetteville, Ark.....	135,000	150,000, scrip.
University of California, Berkeley, Cal.....	750,000	150,000, place.
Agricultural College of Colorado, Fort Collins, Colo ¹	*270,000	90,000, place.
Sheffield Scientific School of Yale College, New Haven, Conn.....	135,000	180,000, scrip.
Delaware College, Newark, Del.....	83,000	90,000, scrip.
State Agricultural College, Ean Gallie, Fla. ²	110,806	90,000, scrip.
Georgia State College of Agriculture and the Mechanic Arts, Athens, Ga. ⁴	243,000	.....
North Georgia Agricultural College, Dahlonega, Ga. ⁵		270,000, scrip.
Illinois Industrial University, Urbana, Ill.....	319,404	480,000, scrip.
Purdue University, La Fayette, Ind.....	212,238	390,000, scrip.
Iowa State Agricultural College, Ames, Iowa.....	500,000	240,000, place.
Kansas State Agricultural College, Manhattan, Kans.....	200,000	90,000, place.
Agricultural and Mechanical College of Kentucky, Lexington, Ky.....	165,000	330,000, scrip.
Louisiana State Agricultural and Mechanical College, Baton Rouge, La..	* 327,000	210,000, scrip.

¹ Congressional grant of ninety thousand acres not yet in the market.

² Estimated, unsold 1887.

³ Location questionable; college not yet organized.

⁴ Department, University of Georgia.

⁵ Receives annually from University of Georgia three thousand five hundred dollars, part interest land scrip fund.

* Three hundred and twenty-seven thousand dollars of State bonds scaled to \$196,200 of new State bonds.

Agricultural colleges located by the several States under the act of July 2, 1862—Cont'd.

Name and location.	Amount derived from sale of United States land or scrip.	Number of acres received from the United States.
Maine State College of Agriculture and the Mechanic Arts, Orono, Me..	\$116,359	210,000, scrip.
Maryland Agricultural College, College Station, Md.....	112,500	210,000, scrip.
Massachusetts Agricultural College, Amherst, Mass.....	157,538	} 360,000, scrip.
Massachusetts Institute of Technology, Boston, Mass.....	78,769	
Michigan State Agricultural College, Lansing, Mich.....	275,104	240,000, place.
University of Minnesota, Minneapolis, Minn.....	178,000	120,000, place.
Agricultural and Mechanical Department of Alcorn University, Rodney, Miss.....	113,400	} 210,000, scrip.
Agricultural and Mechanical College of the State of Mississippi, Starkville, Miss.....	115,000	
University of the State of Missouri:		
Agricultural and Mechanical College, Columbia, Mo.....	300,000	} 330,000, place.
School of Mines and Metallurgy, Rolla, Mo.....		
University of Nebraska, Lincoln, Nebr.....		90,000, place.
University of Nevada, Elko, Nev.....	90,000	90,000, place.
New Hampshire College of Agricultural and the Mechanic Arts, Hanover, N. H.....	80,000	150,000, scrip.
Rutger's Scientific School of Rutgers' College, New Brunswick, N. J ...	116,000	210,000, scrip.
Cornell University, Ithaca, N. Y.....	602,792	900,000, scrip.
University of North Carolina, Chapel Hill, N. C.....	125,000	270,000, scrip.
Ohio State University, Columbus, Ohio.....	507,913	630,000, scrip.
State Agricultural College, Corvallis, Oregon.....		90,000, place.
Pennsylvania State College, State College, Pa.....	439,186	780,000, scrip.
Brown University, Providence, R. I.....	50,000	120,000, scrip.
South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C.....		180,000, scrip.
Tennessee Agricultural College, Knoxville, Tenn.....	271,875	300,000, scrip.
Agricultural and Mechanical College of Texas, College Station, Tex ...	209,000	180,000, scrip.
University of Vermont and State Agricultural College, Burlington, Vt..	122,626	150,000, scrip.
Virginia Agricultural and Mechanical College, Blacksburg, Va.....	190,000	} 300,000, scrip.
Hampton Normal and Agricultural Institute, Hampton, Va.....	95,000	
West Virginia University, Morgantown, W. Va.....	90,000	150,000, scrip.
University of Wisconsin, Madison, Wis.....	244,805	240,000, place.

¹ Estimated.² Estimated unsold, one hundred thousand, 1887.

TABLE V.—EXEMPTION OF SCHOOL PROPERTY FROM TAXATION.

The following facts relative to the taxation of school property have been collected with considerable difficulty and with great care.

The writer has examined the constitutional and statute laws of the several States, as well as many of the State reports, and has written to each State Superintendent of Public Instruction (or Secretary or Commissioner of Education), who, in reply, has given the actual practice in his own State. In the majority of cases the State Constitutions grant to the Legislatures power to enact laws for the exemption of

school property from taxation, but in a few instances the Constitutions are imperative, leaving the Legislatures no choice in the matter.

The Legislatures have frequently failed to exercise to the full extent the powers granted them and have not followed constitutional provisions with legislative enactment. In the past, legislation has been highly favorable to non-State schools, and the present general policy, so far as it may be stated, is to exempt from taxation all property used exclusively for school purposes and not held for gain, and to tax all property owned by private or sectarian institutions of learning and held as a productive investment; that is, to tax productive and to exempt unproductive non-State school property.

There are some notable exceptions to this general rule, and the variety of statute laws and their respective interpretation render the practice in respect to the extent of exemption widely diverse in the several States. For instance, Rhode Island and Providence Plantations granted, in the charter of Brown University, "That the college estate, the estates, persons, and families of the president and professors, for the time being, lying and being within the colony, with the persons of the tutors and students during their residence at the college, shall be freed and exempted from all taxes, serving on juries, and menial services. And the persons aforesaid shall be exempted from bearing arms, impresses, and military services, except in case of an invasion." In 1863, it was enacted "That the estates, persons, and families of the president and professors, for the time being, and of their successors in office, shall not hereafter be freed and exempted from taxes for more than the amount of ten thousand dollars for each of such officers, his estate, person, and family included." But the law still exempts all property of every description belonging to the university. The general statute of Rhode Island pertaining to this subject exempts buildings and grounds occupied for educational purposes, the amount of ground so exempted being limited to one acre.

It may be stated, however, that the property of the East Greenwich Academy is not taxed; and that the large property of the Friends School at Providence was free from taxation prior to 1878, but since that time it has been taxed about three thousand dollars yearly.

In Vermont "real and personal estate granted, sequestered, or used for public, pious, or charitable uses" are exempt from taxation.

The lands set apart for the maintenance of the University of Vermont are leased for the support of the university. They are now and always have been exempt from taxation.

Up to the year 1888 all property of educational institutions in Maine was exempt from taxation, but the Legislature has recently enacted a law which provides that real property, when held as an investment, is taxable in the municipality where it is situated; but the State rebates to the institution whose property is so taxed the amount of the tax, not to exceed one thousand five hundred dollars to any one institution.

A policy similar to that pursued in Maine obtains in Connecticut under the present statute law. The three prominent institutions of learning, Yale and Wesleyan Universities and Trinity College, have productive property exempted, extending in each case to an amount sufficient to yield an income of six thousand dollars per annum.

In the State of Tennessee the law exempts all property of every description managed by a board of trustees and used for school purposes.

This law has been recently tested in the Supreme Court, in which it was found that a tract of land partly occupied for school purposes, but used mostly as a productive investment for the support of the institution, is exempted from taxation.

Kentucky exempts "real estate and investments" devoted to the support of universities, colleges, and seminaries of learning.

The Constitution of Kansas expressly declares that property used for educational purposes shall be exempted from taxation, but the exemption applies to property only in actual use for educational purposes, and hence, as the interpretation shows, unimproved real estate held with a view to future educational use is not freed from taxation.

Illinois reverses the policy and exempts land owned by an institution not in use, but held with a view to future use.

Again, we find that professors' houses are not taxed in New Jersey, and that the same policy prevails in Iowa when the said houses are the property of an acknowledged educational institution.

In Louisiana the law is very explicit in exempting school property and its income from taxation.

Virginia exempts real estate and personal property from taxation, when they or their proceeds are used exclusively for the purposes of education.

Sufficient examples have been given to illustrate the variety and scope of the policies in the different States respecting the exemption of unproductive school property from taxation.

The following table will represent a more complete and exact classification of the provisions of constitutional and statute laws.

*Constitutional provisions for the exemption of educational property from taxation.*¹

(1) Public school-houses are exempted in the following six States: California, Colorado, Ohio,² Louisiana, and South Carolina.

(2) School buildings and apparatus are exempted in the following five States: Arkansas, Georgia,² Louisiana, South Carolina, and Texas.

(3) Library and grounds used for school purposes are exempted in the following five States: Arkansas, Colorado, Georgia,² Louisiana, and South Carolina.

¹ Stimson—American Statute Law, sec. 332. (1886.)

² In these States the Constitution provides, in each case mentioned, that the property referred to "may" be exempted from taxation; in other States the declaration is imperative.

(4) Academies are exempted from taxation in Georgia,¹ Minnesota, and South Carolina.

(5) Colleges, universities, and seminaries of learning are exempted in Georgia,¹ Minnesota, Louisiana, and South Carolina.

(6) Any public property held for educational purposes is exempted in the following thirteen States: Alabama,¹ Florida,¹ Illinois,¹ Indiana,¹ Kansas, Nebraska,¹ Nevada,¹ North Carolina,¹ Oregon,¹ South Carolina,¹ Tennessee,¹ Virginia,¹ and West Virginia.

(7) Property used for scientific purposes is exempted from taxation in the following States: Florida,¹ Indiana,¹ Kansas,¹ Nevada,¹ North Carolina,¹ Oregon,¹ South Carolina, and West Virginia.¹

(8) Property used for literary purposes is exempted in all of the States named in the last (7th) paragraph.

Provisions by statute laws for the exemption of educational property from taxation.

(1) Productive property, or such as is held as an investment for the support of non-State schools, is exempt from taxation in the following States: Connecticut, Indiana, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nebraska, North Carolina, Oregon, Rhode Island, Tennessee, Vermont, Virginia.

(2) Unproductive property, or such as is invested in buildings, grounds, libraries, apparatus, etc., used and occupied exclusively for educational purposes by non-State schools, is exempt from taxation in the following States: Alabama, Arkansas, Colorado, Dakota, Delaware, Florida, Georgia, Illinois, Iowa, Kansas, Maryland, Massachusetts, Michigan, Missouri, Montana, Nevada, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, South Carolina, Texas, Washington, West Virginia, Wisconsin.

(3) State in which all school property not belonging to State institutions is taxed: California.

¹ In these States the Constitution provides, in each case mentioned, that the property referred to "may" be exempted from taxation; in other States the declaration is imperative.

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